



**Southern University and  
Agricultural & Mechanical College**

**Graduating Students  
Exit Survey Report  
Fall 2025**

**Submitted by:**

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# Graduating Students Exit Survey: Fall 2025

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# Graduating Students Exit Survey: Fall 2025

## Executive Summary

The *Graduating Students Exit Survey* provides important information about graduates' evaluation of Southern University at Baton Rouge (SUBR) programs and their plans following graduation. Results of the survey reported below represent valid responses to series of items related to demographics, plans following graduation, additional education plans, educational experiences at SUBR and general satisfaction with the environment and services (Academic Services, Administrative Services and Student Affairs).

### Demographics

For the Fall 2025 school year, 223 graduates of Southern University at Baton Rouge participated in *Graduating Student Exit Survey*. The following demographic highlights provide a snapshot of SUBR graduates. Further details are available in Table 1.

#### Demographic Highlights

- 78.5% were undergraduate students and 21.5% were graduate students
- 73.1% were female and 26.9% were male
- 94.6% identifies themselves as Black
- 95.1% indicated they were US citizens
- 81.6% indicated they were residents of Louisiana
- 57.0% of undergraduate originally enrolled at SUBR
- 4.5% of undergraduates attended SUBR for more than 6 years
- 58.9% of undergraduate students and 18.8% of graduate students were active in Student Organizations
- 60.1% participated internships, practicum, or research experience (63.4% undergraduate and 47.9% graduate)

### Plans Following Graduation

Many Southern University graduates have obtained a job prior to graduation. While 24.5% will continue working in jobs held before graduation, 25.8% will work jobs recently obtained. Additionally, 9.2% indicated they would continue their education before working. The graduates tend to pursue opportunities that are directly related to their major course of study (52.0%) and that are within the state of Louisiana (77.7%).

#### Plans of Undergraduates

Immediate Plans After Graduation	Total %	Undergraduate %	Graduate %
Undecided	4.9	4.0	8.3
Seeking employment	20.6	21.7	16.7
Military	2.2	2.3	2.1
Graduate School	22.4	26.9	6.3
Part-time employment	3.1	4.0	0
Full-time employment	46.6	41.1	66.7

## Graduating Students Exit Survey: Fall 2025

<b>Education Experience Descriptive Statistics</b>	<b>Total Mean</b>	<b>Undergrad. Mean</b>	<b>Grad. Mean</b>
17.The instructor clearly explained course objectives and expected outcomes.	4.22	4.14	4.50
18.Assignments and assessments reflected the stated learning outcomes.	4.28	4.21	4.56
19.Course content contributed meaningfully to my academic development and real-world applications.	4.29	4.19	4.63
20.The instructor provided timely, constructive, and useful feedback.	4.13	4.02	4.50
21.The course supported my development as an independent, self-directed learner.	4.22	4.14	4.52
22.My courses provided a supportive, student-centered learning environment.	4.25	4.17	4.56
23.Faculty demonstrated a commitment to my academic success.	4.19	4.10	4.52
24.I received constructive feedback that improved my learning.	4.21	4.13	4.50
25.Instructional strategies supported different learning styles.	4.14	4.05	4.47
26.My academic program improved my ability to think critically and solve problems.	4.35	4.27	4.65
27.My coursework strengthened my written and oral communication skills.	4.32	4.24	4.63
28.Faculty in my program demonstrated expertise in their field.	4.29	4.19	4.63
29.I was encouraged to apply knowledge to real-world or professional situations.	4.34	4.25	4.67
30.Program requirements were clear and consistently communicated.	4.21	4.13	4.50
31.I was able to apply what I learned to other courses, work, or personal contexts.	4.33	4.25	4.63
32.My academic program prepared me for my next step (career or graduate study).	4.30	4.24	4.54
33.My program emphasized the importance of research and/or scholarly activity.	4.35	4.27	4.63
34.Faculty integrated research, scholarship, or creative work into coursework.	4.21	4.13	4.50
35.I had opportunities to participate in research, creative projects, or community-engagement activities.	4.25	4.19	4.48
36.I gained experience applying knowledge through research, creative projects, or service.	4.29	4.22	4.54
37.My education enhanced my ability to analyze, evaluate, and synthesize information.	4.36	4.29	4.60
38.I can communicate effectively with diverse audiences.	4.39	4.34	4.56
39.I gained appreciation for cultural and global perspectives.	4.34	4.26	4.60
40.I can apply quantitative reasoning to solve problems.	4.34	4.25	4.67
41.I understand ethical and responsible behavior.	4.42	4.34	4.73
42.I can effectively use technology for learning and problem-solving.	4.43	4.34	4.75
43.The campus environment respects and values diversity.	4.28	4.21	4.52
44.Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	4.23	4.14	4.56
45.I felt a sense of belonging and inclusion at Southern University.	4.33	4.24	4.65
46.My program prepared me with the knowledge and skills needed for my chosen career field.	4.31	4.22	4.65
47.I had opportunities to apply learning to real-world or professional contexts.	4.38	4.30	4.65
48.The program strengthened my problem-solving, decision-making, and communication abilities.	4.36	4.30	4.58

## Graduating Students Exit Survey: Fall 2025

Descriptive Statistics	Total Mean	Undergrad. Mean	Grad. Mean
49.I gained experience using tools, technologies, or methods relevant to my field.	4.32	4.23	4.63
50.I feel prepared to transition successfully into a career or advanced study.	4.34	4.24	4.69
51.My academic program prepared me with the knowledge and skills required for my career goals.	4.39	4.31	4.67
52.I feel confident competing in my chosen career field.	4.40	4.30	4.75
53.Career services helped connect me to opportunities.	3.96	3.98	3.90
56.Academic advising helped me make informed decisions.	4.09	3.96	4.54
57.Library and learning resources supported my academic success.	4.09	4.03	4.29
58.Tutoring or academic support services improved my performance.	3.79	3.74	3.98
59.Career services prepared me for employment or graduate school.	3.72	3.71	3.75
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	3.94	3.87	4.19
61.Courses offered in different instructional modalities supported my learning needs.	4.16	4.06	4.50
62.Technology used in my courses enhanced my overall learning experience.	4.22	4.14	4.52
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	4.17	4.10	4.44
64.Classroom and lab spaces were conducive to learning.	3.98	3.95	4.10
65.Campus buildings and grounds were well-maintained.	3.76	3.69	4.00
66.Campus Wi-Fi and technology resources were reliable.	3.65	3.54	4.04
67.Safety and security measures made me feel comfortable on campus.	3.78	3.68	4.13
68.Recreational and wellness facilities supported student engagement.	3.98	3.97	4.04
70.I am satisfied with the overall quality of my education.	4.29	4.19	4.65
71.Faculty and staff treated me with respect and professionalism.	4.14	3.99	4.69
72.The university provided an inclusive and supportive environment.	4.17	4.04	4.65
73.Campus communication kept me informed of important deadlines and events.	4.06	3.94	4.50
74.I would recommend this university to others.	4.09	3.96	4.54

## Graduating Student Exit Survey: Fall 2025

### Demographic Information

1. Gender	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
Male	60	26.9	26.9	44	25.1	25.1	16	33.3	33.3
Female	163	73.1	73.1	131	74.9	74.9	32	66.7	66.7
<b>Total</b>	<b>223</b>	<b>100.0</b>	<b>100.0</b>	<b>175</b>	<b>100.0</b>	<b>100.0</b>	<b>48</b>	<b>100.0</b>	<b>100.0</b>

2. Race	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
Black	211	94.6	94.6	168	96.0	96.0	43	89.6	89.6
White	5	2.2	2.2	3	1.7	1.7	2	4.2	4.2
Other	7	3.1	3.1	4	2.3	2.3	3	6.3	6.3
<b>Total</b>	<b>223</b>	<b>100.0</b>	<b>100.0</b>	<b>175</b>	<b>100.0</b>	<b>100.0</b>	<b>48</b>	<b>100.0</b>	<b>100.0</b>

3. Citizenship	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
USA	212	95.1	95.1	173	98.9	98.9	39	81.3	81.3
Other	11	4.9	4.9	2	1.1	1.1	9	18.8	18.8
<b>Total</b>	<b>223</b>	<b>100.0</b>	<b>100.0</b>	<b>175</b>	<b>100.0</b>	<b>100.0</b>	<b>48</b>	<b>100.0</b>	<b>100.0</b>

4. Residence	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
Louisiana	182	81.6	81.6	141	80.6	80.6	41	85.4	85.4
Non-resident	41	18.4	18.4	34	19.4	19.4	7	14.6	14.6
<b>Total</b>	<b>223</b>	<b>100.0</b>	<b>100.0</b>	<b>175</b>	<b>100.0</b>	<b>100.0</b>	<b>48</b>	<b>100.0</b>	<b>100.0</b>

5. Enrollment Status	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
Full-Time	214	96.0	96.0	169	96.6	96.6	45	93.8	93.8
Part-Time	9	4.0	4.0	6	3.4	3.4	3	6.3	6.3
<b>Total</b>	<b>223</b>	<b>100.0</b>	<b>100.0</b>	<b>175</b>	<b>100.0</b>	<b>100.0</b>	<b>48</b>	<b>100.0</b>	<b>100.0</b>

6. Class Attendance Format	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
On-Campus	152	68.2	68.2	137	78.3	78.3	15	31.3	31.3
Online	39	17.5	17.5	13	7.4	7.4	26	54.2	54.2
Hybrid	32	14.3	14.3	25	14.3	14.3	7	14.6	14.6
<b>Total</b>	<b>223</b>	<b>100.0</b>	<b>100.0</b>	<b>175</b>	<b>100.0</b>	<b>100.0</b>	<b>48</b>	<b>100.0</b>	<b>100.0</b>

7. Current Status	Total		
	Number	%	Valid %
Undergraduate	175	78.5	78.5
Graduate	48	21.5	21.5
<b>Total</b>	<b>223</b>	<b>100.0</b>	<b>100.0</b>

## Graduating Student Exit Survey: Fall 2025

### 8. (Undergraduate Student Only) While pursuing your degree, did you:

	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
Originally enrolled in SUBR	127	57.0	70.6	119	68.0	69.6	8	16.7	88.9
Transfer from 2-yr college	18	8.1	10.0	17	9.7	9.9	1	2.1	11.1
Transfer from university	35	15.7	19.4	35	20.0	20.5			
<b>Total</b>	<b>180</b>	<b>80.7</b>	<b>100.0</b>	<b>171</b>	<b>97.7</b>	<b>100.0</b>	<b>9</b>	<b>18.8</b>	<b>100.0</b>
Missing	43	19.3		4	2.3		39	81.3	
	223	100.0		175	100.0		48	100.0	

### 9. (Graduate Students Only) Undergraduate Degree From

	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
Southern University	67	30.0	79.8	44	25.1	97.8	23	47.9	59.0
Another Institution (specify)	17	7.6	20.2	1	.6	2.2	16	33.3	41.0
<b>Total</b>	<b>84</b>	<b>37.7</b>	<b>100.0</b>	<b>45</b>	<b>25.7</b>	<b>100.0</b>	<b>39</b>	<b>81.3</b>	<b>100.0</b>
Missing	139	62.3		130	74.3		9	18.8	
	223	100.0		175	100.0		48	100.0	

### 10. First Generation College Student?

	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
Yes	105	47.1	47.1	79	45.1	45.1	26	54.2	54.2
No	118	52.9	52.9	96	54.9	54.9	22	45.8	45.8
<b>Total</b>	<b>223</b>	<b>100.0</b>	<b>100.0</b>	<b>175</b>	<b>100.0</b>	<b>100.0</b>	<b>48</b>	<b>100.0</b>	<b>100.0</b>

### 11. Major Program of Study

	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
Bachelor of Science in Accounting	6	2.7	2.7	6	3.4	3.4			
Bachelor of Science in Finance	5	2.2	2.2	5	2.9	2.9			
Bachelor of Science in Business Management	22	9.9	9.9	22	12.6	12.6			
Bachelor of Science in Marketing	4	1.8	1.8	4	2.3	2.3			
Master in Business Administration	5	2.2	2.2				5	10.4	10.4
Master in Business Administration (100% Online Degree Program)	8	3.6	3.6				8	16.7	16.7
Bachelor of Science in Elementary & Special Edu. Grades 1-5	1	.4	.4	1	.6	.6			
Bachelor of Arts in Mass Comm	5	2.2	2.2	5	2.9	2.9			
Bachelor of Interdisciplinary Studies	7	3.1	3.1	7	4.0	4.0			
Bachelor of Interdisciplinary Studies (100% Online Degree Program)	3	1.3	1.3	3	1.7	1.7			
Master of Arts in Clinical Mental Health Counseling	1	.4	.4	13	7.4	7.4	1	2.1	2.1
Master of Education in Educational Leadership	4	1.8	1.8				4	8.3	8.3
Master of Arts in Teaching-Elementary Education Grades 1-5	2	.9	.9				2	4.2	4.2
Bachelor of Science in Agricultural Sciences	13	5.8	5.8						

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11. Major Program of Study	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
Bachelor of Science in Family and Consumer Sciences	3	1.3	1.3	3	1.7	1.7			
Doctor of Philosophy in Urban Forestry	1	.4	.4				1	2.1	2.1
Bachelor of Science in Nursing	13	5.8	5.8	13	7.4	7.4			
Bachelor of Science in Rehabilitation Services	6	2.7	2.7	6	3.4	3.4			
Bachelor of Sci. in Therapeutic Recreation and Leisure Studies	16	7.2	7.2	16	9.1	9.1			
Bachelor of Science of Speech Pathology and Audiology	2	.9	.9	2	1.1	1.1			
Master of Science in Family Nurse	1	.4	.4				1	2.1	2.1
Master of Science in Rehabilitation Counseling (100% Online Degree Program)	1	.4	.4				1	2.1	2.1
Doctor of Philosophy in Nursing	1	.4	.4				1	2.1	2.1
Doctor of Nursing Practice	1	.4	.4				1	2.1	2.1
Bachelor of Arts in Political Science	3	1.3	1.3	3	1.7	1.7			
Bachelor of Science in Criminal Justice	12	5.4	5.4	12	6.9	6.9			
Bachelor of Science in Criminal Justice (100% Online Degree Program)	2	.9	.9	2	1.1	1.1			
Bachelor of Science Psychology	14	5.8	5.8	12	6.9	6.9			
Bachelor of Science in Psychology (100% Online Degree Program)	6	2.2	2.2	4	2.3	2.3			
Bachelor of Science in Social Work	8	3.6	3.6	8	4.6	4.6			
Bachelor of Science in Sociology	2	.9	.9	2	1.1	1.1			
Master of Public Administration	4	1.8	1.8				4	8.3	8.3
Executive Master in Public Administration (100% Online Degree Program)	4	1.8	1.8				4	8.3	8.3
Master of Science in Criminal Justice	1	.4	.4				1	2.1	2.1
Master of Science in Criminal Justice (100% Online Degree Program)	3	1.3	1.3				3	6.3	6.3
Doctor of Philosophy in Public Policy	3	1.3	1.3				3	6.3	6.3
Bachelor of Science in Biology	5	2.2	2.2	5	2.9	2.9			
Bachelor of Science in Computer Science	5	2.2	2.2	5	2.9	2.9			
Bachelor of Science in Civil Engineering	4	1.8	1.8	4	2.3	2.3			
Bachelor of Science in Electrical Engineering	2	.9	.9	2	1.1	1.1			
Bachelor of Science in Mechanical Engineering	10	4.5	4.5	10	5.7	5.7			
Master of Science in Biology	1	.4	.4				1	2.1	2.1
Master of Science in Mathematics and Physics	1	.4	.4				1	2.1	2.1
Master of Engineering in Engineering	1	.4	.4				1	2.1	2.1
Master of Science in Computer Science	2	.9	.9				2	4.2	4.2
Doctor of Philosophy in Science & Mathematics Edu.	1	.4	.4				1	2.1	2.1
<b>Total</b>	<b>223</b>	<b>100.0</b>	<b>100.0</b>	<b>175</b>	<b>100.0</b>	<b>100.0</b>	<b>48</b>	<b>100.0</b>	<b>100.0</b>

## Graduating Student Exit Survey: Fall 2025

12. College or School	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
1. College of Agricultural, Family and Consumer Sciences	17	7.6	7.6	16	9.1	9.1	1	2.1	2.1
2. College of Business	50	22.4	22.4	37	21.1	21.1	13	27.1	27.1
3. Nelson Mandela College of Government and Social Sciences	58	26.0	26.0	42	24.0	24.0	16	33.3	33.3
4. College of Humanities and Interdisciplinary Studies	22	9.9	9.9	16	9.1	9.1	6	12.5	12.5
6. College of Sciences and Engineering	41	18.4	18.4	37	21.1	21.1	4	8.3	8.3
5. College of Nursing and Allied Health	35	15.7	15.7	27	15.4	15.4	8	16.7	16.7
<b>Total</b>	<b>223</b>	<b>100.0</b>	<b>100.0</b>	<b>175</b>	<b>100.0</b>	<b>100.0</b>	<b>48</b>	<b>100.0</b>	<b>100.0</b>

13. Number of years in attendance at Southern University	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
None	11	4.9	4.9	6	3.4	3.4	5	10.4	10.4
One	33	14.8	14.8	14	8.0	8.0	19	39.6	39.6
Two	44	19.7	19.7	38	21.7	21.7	6	12.5	12.5
Three	78	35.0	35.0	74	42.3	42.3	4	8.3	8.3
Four	38	17.0	17.0	38	21.7	21.7			
Five	9	4.0	4.0	4	2.3	2.3	5	10.4	10.4
More than 5	10	4.5	4.5	1	.6	.6	9	18.8	18.8
<b>Total</b>	<b>223</b>	<b>100.0</b>	<b>100.0</b>	<b>175</b>	<b>100.0</b>	<b>100.0</b>	<b>48</b>	<b>100.0</b>	<b>100.0</b>

14. Please estimate your cumulative GPA upon completion of this Degree	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
3.75 - 4.00	43	19.3	19.3	12	6.9	6.9	31	64.6	64.6
3.50 - 3.74	36	16.1	16.1	23	13.1	13.1	13	27.1	27.1
3.25 - 3.49	34	15.2	15.2	33	18.9	18.9	1	2.1	2.1
3.00 - 3.24	56	25.1	25.1	53	30.3	30.3	3	6.3	6.3
2.75 - 2.99	41	18.4	18.4	41	23.4	23.4			
2.50 - 2.74	9	4.0	4.0	9	5.1	5.1			
2.25 - 2.49	3	1.3	1.3	3	1.7	1.7			
2.00 - 2.24	1	.4	.4	1	.6	.6			
<b>Total</b>	<b>223</b>	<b>100.0</b>	<b>100.0</b>	<b>175</b>	<b>100.0</b>	<b>100.0</b>	<b>48</b>	<b>100.0</b>	<b>100.0</b>

15. Number of semesters you have lived in Southern University Residence Halls	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
None	115	51.6	51.6	75	42.9	42.9	40	83.3	83.3
One	16	7.2	7.2	15	8.6	8.6	1	2.1	2.1
Two	20	9.0	9.0	19	10.9	10.9	1	2.1	2.1
Three	15	6.7	6.7	15	8.6	8.6			
Four	24	10.8	10.8	23	13.1	13.1	1	2.1	2.1
Five	6	2.7	2.7	4	2.3	2.3	2	4.2	4.2
More than five	27	12.1	12.1	24	13.7	13.7	3	6.3	6.3
<b>Total</b>	<b>223</b>	<b>100.0</b>	<b>100.0</b>	<b>175</b>	<b>100.0</b>	<b>100.0</b>	<b>48</b>	<b>100.0</b>	<b>100.0</b>

## Graduating Student Exit Survey: Fall 2025

### 16. Were you active in SU Student Organizations?

	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
Yes	112	50.2	50.2	103	58.9	58.9	9	18.8	18.8
No	111	49.8	49.8	72	41.1	41.1	39	81.3	81.3
<b>Total</b>	<b>223</b>	<b>100.0</b>	<b>100.0</b>	<b>175</b>	<b>100.0</b>	<b>100.0</b>	<b>48</b>	<b>100.0</b>	<b>100.0</b>

### 16a .Immediate Plans After Graduation (Select One):

	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
Undecided	11	4.9	4.9	7	4.0	4.0	4	8.3	8.3
Seeking employment	46	20.6	20.6	38	21.7	21.7	8	16.7	16.7
Military	5	2.2	2.2	4	2.3	2.3	1	2.1	2.1
Graduate School	50	22.4	22.4	47	26.9	26.9	3	6.3	6.3
Part-time employment	7	3.1	3.1	7	4.0	4.0			
Full-time employment	104	46.6	46.6	72	41.1	41.1	32	66.7	66.7
<b>Total</b>	<b>223</b>	<b>100.0</b>	<b>100.0</b>	<b>175</b>	<b>100.0</b>	<b>100.0</b>	<b>48</b>	<b>100.0</b>	<b>100.0</b>

### 16b.I participated in an internship, practicum, or research experience.

	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
Yes	134	60.1	60.1	111	63.4	63.4	23	47.9	47.9
No	89	39.9	39.9	64	36.6	36.6	25	52.1	52.1
<b>Total</b>	<b>223</b>	<b>100.0</b>	<b>100.0</b>	<b>175</b>	<b>100.0</b>	<b>100.0</b>	<b>48</b>	<b>100.0</b>	<b>100.0</b>

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>University</b>										
<b>Course Design, Learning Outcomes &amp; Instruction</b>										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	3	1.3%	35	15.7%	95	42.6%	90	40.4%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	2	.9%	34	15.2%	86	38.6%	101	45.3%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	3	1.3%	34	15.2%	82	36.8%	104	46.6%
20.The instructor provided timely, constructive, and useful feedback.	2	.9%	7	3.1%	41	18.4%	84	37.7%	89	39.9%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	3	1.3%	34	15.2%	96	43.0%	90	40.4%
<b>Student-Focused Teaching &amp; Learning Environment</b>										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	3	1.3%	29	13.0%	100	44.8%	91	40.8%
23.Faculty demonstrated a commitment to my academic success.	2	.9%	7	3.1%	30	13.5%	91	40.8%	93	41.7%
24.I received constructive feedback that improved my learning.	1	.4%	4	1.8%	33	14.8%	94	42.2%	91	40.8%
25.Instructional strategies supported different learning styles.	1	.5%	10	4.5%	36	16.2%	86	38.7%	89	40.1%
<b>Academic Program Effectiveness</b>										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	2	.9%	23	10.3%	92	41.3%	106	47.5%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	2	.9%	30	13.5%	85	38.1%	106	47.5%
28.Faculty in my program demonstrated expertise in their field.	1	.4%	2	.9%	29	13.0%	91	40.8%	100	44.8%
29.I was encouraged to apply knowledge to real-world or professional situations.	1	.4%	2	.9%	26	11.7%	85	38.1%	109	48.9%
30.Program requirements were clear and consistently communicated.	0	0.0%	6	2.7%	33	14.8%	93	41.7%	91	40.8%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	1	.4%	23	10.3%	100	44.8%	99	44.4%
32.My academic program prepared me for my next step (career or graduate study).	0	0.0%	1	.4%	30	13.5%	92	41.3%	100	44.8%
<b>Teaching, Research, Service &amp; Creative Scholarship</b>										
33.My program emphasized the importance of research and/or scholarly activity.	0	0.0%	1	.4%	29	13.0%	84	37.7%	109	48.9%
34.Faculty integrated research, scholarship, or creative work into coursework.	1	.4%	6	2.7%	33	14.8%	89	39.9%	94	42.2%
35.I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	5	2.2%	32	14.3%	88	39.5%	98	43.9%
36.I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	4	1.8%	29	13.0%	88	39.5%	102	45.7%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Institutional &amp; General Education Learning Outcomes</b>										
37. My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	23	10.3%	97	43.5%	103	46.2%
38. I can communicate effectively with diverse audiences.	0	0.0%	0	0.0%	22	9.9%	93	41.7%	108	48.4%
39. I gained appreciation for cultural and global perspectives.	0	0.0%	3	1.3%	25	11.2%	89	39.9%	106	47.5%
40. I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	24	10.8%	100	44.8%	99	44.4%
41. I understand ethical and responsible behavior.	0	0.0%	0	0.0%	22	9.9%	85	38.1%	116	52.0%
42. I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	17	7.6%	94	42.2%	112	50.2%
<b>Diversity, Equity, Inclusion &amp; Belonging</b>										
43. The campus environment respects and values diversity.	1	.4%	2	.9%	35	15.7%	81	36.3%	104	46.6%
44. Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	1	.4%	4	1.8%	32	14.3%	92	41.3%	94	42.2%
45. I felt a sense of belonging and inclusion at Southern University.	2	.9%	1	.4%	32	14.3%	75	33.6%	113	50.7%
<b>Global Leadership, Career Preparation &amp; Workforce Readiness</b>										
46. My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	1	.4%	29	13.0%	92	41.3%	101	45.3%
47. I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	0	0.0%	21	9.4%	97	43.5%	105	47.1%
48. The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	0	0.0%	24	10.8%	94	42.2%	105	47.1%
49. I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	1	.4%	26	11.7%	97	43.5%	99	44.4%
50. I feel prepared to transition successfully into a career or advanced study.	0	0.0%	1	.4%	27	12.1%	91	40.8%	104	46.6%
<b>Post-Graduation Plans &amp; Career Readiness</b>										
51. My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	23	10.3%	90	40.4%	110	49.3%
52. I feel confident competing in my chosen career field.	0	0.0%	0	0.0%	26	11.7%	82	36.8%	115	51.6%
53. Career services helped connect me to opportunities.	4	1.8%	16	7.2%	50	22.4%	68	30.5%	85	38.1%
<b>Academic &amp; Student Support Services</b>										
56. Academic advising helped me make informed decisions.	4	1.8%	17	7.6%	33	14.8%	71	31.8%	98	43.9%
57. Library and learning resources supported my academic success.	4	1.8%	4	1.8%	48	21.5%	79	35.4%	88	39.5%
58. Tutoring or academic support services improved my performance.	7	3.1%	13	5.8%	71	31.8%	61	27.4%	71	31.8%
59. Career services prepared me for employment or graduate school.	6	2.7%	18	8.1%	74	33.2%	59	26.5%	66	29.6%
60. Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	4	1.8%	14	6.3%	52	23.3%	75	33.6%	78	35.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Instructional Modalities, Technology &amp; Access</b>										
61.Courses offered in different instructional modalities supported my learning needs.	0	0.0%	3	1.3%	48	21.5%	83	37.2%	89	39.9%
62.Technology used in my courses enhanced my overall learning experience.	0	0.0%	2	.9%	36	16.1%	95	42.6%	90	40.4%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	1	.4%	1	.4%	41	18.4%	96	43.0%	84	37.7%
<b>Campus Facilities &amp; Learning Environment</b>										
64.Classroom and lab spaces were conducive to learning.	1	.4%	7	3.1%	52	23.3%	98	43.9%	65	29.1%
65.Campus buildings and grounds were well-maintained.	6	2.7%	14	6.3%	64	28.7%	83	37.2%	56	25.1%
66.Campus Wi-Fi and technology resources were reliable.	6	2.7%	24	10.8%	69	30.9%	67	30.0%	57	25.6%
67.Safety and security measures made me feel comfortable on campus.	4	1.8%	17	7.6%	68	30.5%	70	31.4%	64	28.7%
68.Recreational and wellness facilities supported student engagement.	2	.9%	3	1.3%	65	29.1%	80	35.9%	73	32.7%
<b>Overall Satisfaction &amp; Institutional Climate</b>										
70.I am satisfied with the overall quality of my education.	0	0.0%	5	2.2%	27	12.1%	90	40.4%	101	45.3%
71.Faculty and staff treated me with respect and professionalism.	2	.9%	7	3.1%	35	15.7%	92	41.3%	87	39.0%
72.The university provided an inclusive and supportive environment.	0	0.0%	8	3.6%	36	16.1%	89	39.9%	90	40.4%
73.Campus communication kept me informed of important deadlines and events.	6	2.7%	8	3.6%	41	18.4%	80	35.9%	88	39.5%
74.I would recommend this university to others.	2	.9%	8	3.6%	43	19.3%	86	38.6%	84	37.7%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Undergraduate</b>										
<b>Course Design, Learning Outcomes &amp; Instruction</b>										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	3	1.7%	33	18.9%	75	42.9%	64	36.6%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	2	1.1%	32	18.3%	69	39.4%	72	41.1%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	3	1.7%	32	18.3%	68	38.9%	72	41.1%
20.The instructor provided timely, constructive, and useful feedback.	2	1.1%	6	3.4%	39	22.3%	67	38.3%	61	34.9%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	3	1.7%	32	18.3%	77	44.0%	63	36.0%
<b>Student-Focused Teaching &amp; Learning Environment</b>										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	3	1.7%	28	16.0%	81	46.3%	63	36.0%
23.Faculty demonstrated a commitment to my academic success.	2	1.1%	7	4.0%	27	15.4%	74	42.3%	65	37.1%
24.I received constructive feedback that improved my learning.	1	.6%	4	2.3%	28	16.0%	80	45.7%	62	35.4%
25.Instructional strategies supported different learning styles.	1	.6%	10	5.7%	32	18.3%	69	39.4%	63	36.0%
<b>Academic Program Effectiveness</b>										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	2	1.1%	21	12.0%	79	45.1%	73	41.7%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	2	1.1%	28	16.0%	71	40.6%	74	42.3%
28.Faculty in my program demonstrated expertise in their field.	1	.6%	2	1.1%	27	15.4%	77	44.0%	68	38.9%
29.I was encouraged to apply knowledge to real-world or professional situations.	1	.6%	2	1.1%	24	13.7%	73	41.7%	75	42.9%
30.Program requirements were clear and consistently communicated.	0	0.0%	5	2.9%	30	17.1%	78	44.6%	62	35.4%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	1	.6%	22	12.6%	84	48.0%	68	38.9%
32.My academic program prepared me for my next step (career or graduate study).	0	0.0%	1	.6%	28	16.0%	74	42.3%	72	41.1%
<b>Teaching, Research, Service &amp; Creative Scholarship</b>										
33.My program emphasized the importance of research and/or scholarly activity.	0	0.0%	1	.6%	24	13.7%	76	43.4%	74	42.3%
34.Faculty integrated research, scholarship, or creative work into coursework.	1	.6%	6	3.4%	28	16.0%	75	42.9%	65	37.1%
35.I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	4	2.3%	28	16.0%	74	42.3%	69	39.4%
36.I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	4	2.3%	25	14.3%	74	42.3%	72	41.1%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Institutional &amp; General Education Learning Outcomes</b>										
37. My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	22	12.6%	80	45.7%	73	41.7%
38. I can communicate effectively with diverse audiences.	0	0.0%	0	0.0%	19	10.9%	78	44.6%	78	44.6%
39. I gained appreciation for cultural and global perspectives.	0	0.0%	2	1.1%	24	13.7%	75	42.9%	74	42.3%
40. I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	22	12.6%	88	50.3%	65	37.1%
41. I understand ethical and responsible behavior.	0	0.0%	0	0.0%	20	11.4%	76	43.4%	79	45.1%
42. I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	15	8.6%	86	49.1%	74	42.3%
<b>Diversity, Equity, Inclusion &amp; Belonging</b>										
43. The campus environment respects and values diversity.	0	0.0%	2	1.1%	32	18.3%	68	38.9%	73	41.7%
44. Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	1	.6%	3	1.7%	30	17.1%	78	44.6%	63	36.0%
45. I felt a sense of belonging and inclusion at Southern University.	1	.6%	1	.6%	30	17.1%	66	37.7%	77	44.0%
<b>Global Leadership, Career Preparation &amp; Workforce Readiness</b>										
46. My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	1	.6%	28	16.0%	77	44.0%	69	39.4%
47. I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	0	0.0%	20	11.4%	82	46.9%	73	41.7%
48. The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	0	0.0%	21	12.0%	80	45.7%	74	42.3%
49. I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	1	.6%	24	13.7%	83	47.4%	67	38.3%
50. I feel prepared to transition successfully into a career or advanced study.	0	0.0%	1	.6%	26	14.9%	78	44.6%	70	40.0%
<b>Post-Graduation Plans &amp; Career Readiness</b>										
51. My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	22	12.6%	76	43.4%	77	44.0%
52. I feel confident competing in my chosen career field.	0	0.0%	0	0.0%	25	14.3%	72	41.1%	78	44.6%
53. Career services helped connect me to opportunities.	3	1.7%	9	5.1%	38	21.7%	64	36.6%	61	34.9%
<b>Academic &amp; Student Support Services</b>										
56. Academic advising helped me make informed decisions.	4	2.3%	17	9.7%	29	16.6%	57	32.6%	68	38.9%
57. Library and learning resources supported my academic success.	4	2.3%	4	2.3%	39	22.3%	63	36.0%	65	37.1%
58. Tutoring or academic support services improved my performance.	6	3.4%	12	6.9%	55	31.4%	51	29.1%	51	29.1%
59. Career services prepared me for employment or graduate school.	3	1.7%	16	9.1%	57	32.6%	51	29.1%	48	27.4%
60. Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	3	1.7%	14	8.0%	43	24.6%	58	33.1%	57	32.6%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Instructional Modalities, Technology &amp; Access</b>										
61. Courses offered in different instructional modalities supported my learning needs.	0	0.0%	3	1.7%	44	25.1%	67	38.3%	61	34.9%
62. Technology used in my courses enhanced my overall learning experience.	0	0.0%	2	1.1%	34	19.4%	76	43.4%	63	36.0%
63. The institution provided adequate academic and technical support for online or technology-enhanced learning.	1	.6%	1	.6%	37	21.1%	77	44.0%	59	33.7%
<b>Campus Facilities &amp; Learning Environment</b>										
64. Classroom and lab spaces were conducive to learning.	1	.6%	7	4.0%	39	22.3%	81	46.3%	47	26.9%
65. Campus buildings and grounds were well-maintained.	6	3.4%	11	6.3%	52	29.7%	68	38.9%	38	21.7%
66. Campus Wi-Fi and technology resources were reliable.	5	2.9%	23	13.1%	58	33.1%	50	28.6%	39	22.3%
67. Safety and security measures made me feel comfortable on campus.	4	2.3%	16	9.1%	57	32.6%	53	30.3%	45	25.7%
68. Recreational and wellness facilities supported student engagement.	2	1.1%	3	1.7%	49	28.0%	66	37.7%	55	31.4%
<b>Overall Satisfaction &amp; Institutional Climate</b>										
70. I am satisfied with the overall quality of my education.	0	0.0%	5	2.9%	26	14.9%	75	42.9%	69	39.4%
71. Faculty and staff treated me with respect and professionalism.	2	1.1%	7	4.0%	34	19.4%	79	45.1%	53	30.3%
72. The university provided an inclusive and supportive environment.	0	0.0%	7	4.0%	35	20.0%	77	44.0%	56	32.0%
73. Campus communication kept me informed of important deadlines and events.	5	2.9%	8	4.6%	37	21.1%	68	38.9%	57	32.6%
74. I would recommend this university to others.	2	1.1%	8	4.6%	38	21.7%	74	42.3%	53	30.3%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Graduate</b>										
<b>Course Design, Learning Outcomes &amp; Instruction</b>										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	0	0.0%	2	4.2%	20	41.7%	26	54.2%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	0	0.0%	2	4.2%	17	35.4%	29	60.4%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	0	0.0%	2	4.2%	14	29.2%	32	66.7%
20.The instructor provided timely, constructive, and useful feedback.	0	0.0%	1	2.1%	2	4.2%	17	35.4%	28	58.3%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	0	0.0%	2	4.2%	19	39.6%	27	56.3%
<b>Student-Focused Teaching &amp; Learning Environment</b>										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	0	0.0%	1	2.1%	19	39.6%	28	58.3%
23.Faculty demonstrated a commitment to my academic success.	0	0.0%	0	0.0%	3	6.3%	17	35.4%	28	58.3%
24.I received constructive feedback that improved my learning.	0	0.0%	0	0.0%	5	10.4%	14	29.2%	29	60.4%
25.Instructional strategies supported different learning styles.	0	0.0%	0	0.0%	4	8.5%	17	36.2%	26	55.3%
<b>Academic Program Effectiveness</b>										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	0	0.0%	2	4.2%	13	27.1%	33	68.8%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	0	0.0%	2	4.2%	14	29.2%	32	66.7%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	0	0.0%	2	4.2%	14	29.2%	32	66.7%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	0	0.0%	2	4.2%	12	25.0%	34	70.8%
30.Program requirements were clear and consistently communicated.	0	0.0%	1	2.1%	3	6.3%	15	31.3%	29	60.4%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	0	0.0%	1	2.1%	16	33.3%	31	64.6%
32.My academic program prepared me for my next step (career or graduate study).	0	0.0%	0	0.0%	2	4.2%	18	37.5%	28	58.3%
<b>Teaching, Research, Service &amp; Creative Scholarship</b>										
33.My program emphasized the importance of research and/or scholarly activity.	0	0.0%	0	0.0%	5	10.4%	8	16.7%	35	72.9%
34.Faculty integrated research, scholarship, or creative work into coursework.	0	0.0%	0	0.0%	5	10.4%	14	29.2%	29	60.4%
35.I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	1	2.1%	4	8.3%	14	29.2%	29	60.4%
36.I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	0	0.0%	4	8.3%	14	29.2%	30	62.5%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Institutional &amp; General Education Learning Outcomes</b>										
37. My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	1	2.1%	17	35.4%	30	62.5%
38. I can communicate effectively with diverse audiences.	0	0.0%	0	0.0%	3	6.3%	15	31.3%	30	62.5%
39. I gained appreciation for cultural and global perspectives.	0	0.0%	1	2.1%	1	2.1%	14	29.2%	32	66.7%
40. I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	2	4.2%	12	25.0%	34	70.8%
41. I understand ethical and responsible behavior.	0	0.0%	0	0.0%	2	4.2%	9	18.8%	37	77.1%
42. I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	2	4.2%	8	16.7%	38	79.2%
<b>Diversity, Equity, Inclusion &amp; Belonging</b>										
43. The campus environment respects and values diversity.	1	2.1%	0	0.0%	3	6.3%	13	27.1%	31	64.6%
44. Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	0	0.0%	1	2.1%	2	4.2%	14	29.2%	31	64.6%
45. I felt a sense of belonging and inclusion at Southern University.	1	2.1%	0	0.0%	2	4.2%	9	18.8%	36	75.0%
<b>Global Leadership, Career Preparation &amp; Workforce Readiness</b>										
46. My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	0	0.0%	1	2.1%	15	31.3%	32	66.7%
47. I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	0	0.0%	1	2.1%	15	31.3%	32	66.7%
48. The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	0	0.0%	3	6.3%	14	29.2%	31	64.6%
49. I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	0	0.0%	2	4.2%	14	29.2%	32	66.7%
50. I feel prepared to transition successfully into a career or advanced study.	0	0.0%	0	0.0%	1	2.1%	13	27.1%	34	70.8%
<b>Post-Graduation Plans &amp; Career Readiness</b>										
51. My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	1	2.1%	14	29.2%	33	68.8%
52. I feel confident competing in my chosen career field.	0	0.0%	0	0.0%	1	2.1%	10	20.8%	37	77.1%
53. Career services helped connect me to opportunities.	1	2.1%	7	14.6%	12	25.0%	4	8.3%	24	50.0%
<b>Academic &amp; Student Support Services</b>										
56. Academic advising helped me make informed decisions.	0	0.0%	0	0.0%	4	8.3%	14	29.2%	30	62.5%
57. Library and learning resources supported my academic success.	0	0.0%	0	0.0%	9	18.8%	16	33.3%	23	47.9%
58. Tutoring or academic support services improved my performance.	1	2.1%	1	2.1%	16	33.3%	10	20.8%	20	41.7%
59. Career services prepared me for employment or graduate school.	3	6.3%	2	4.2%	17	35.4%	8	16.7%	18	37.5%
60. Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	1	2.1%	0	0.0%	9	18.8%	17	35.4%	21	43.8%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Instructional Modalities, Technology &amp; Access</b>										
61. Courses offered in different instructional modalities supported my learning needs.	0	0.0%	0	0.0%	4	8.3%	16	33.3%	28	58.3%
62. Technology used in my courses enhanced my overall learning experience.	0	0.0%	0	0.0%	2	4.2%	19	39.6%	27	56.3%
63. The institution provided adequate academic and technical support for online or technology-enhanced learning.	0	0.0%	0	0.0%	4	8.3%	19	39.6%	25	52.1%
<b>Campus Facilities &amp; Learning Environment</b>										
64. Classroom and lab spaces were conducive to learning.	0	0.0%	0	0.0%	13	27.1%	17	35.4%	18	37.5%
65. Campus buildings and grounds were well-maintained.	0	0.0%	3	6.3%	12	25.0%	15	31.3%	18	37.5%
66. Campus Wi-Fi and technology resources were reliable.	1	2.1%	1	2.1%	11	22.9%	17	35.4%	18	37.5%
67. Safety and security measures made me feel comfortable on campus.	0	0.0%	1	2.1%	11	22.9%	17	35.4%	19	39.6%
68. Recreational and wellness facilities supported student engagement.	0	0.0%	0	0.0%	16	33.3%	14	29.2%	18	37.5%
<b>Overall Satisfaction &amp; Institutional Climate</b>										
70. I am satisfied with the overall quality of my education.	0	0.0%	0	0.0%	1	2.1%	15	31.3%	32	66.7%
71. Faculty and staff treated me with respect and professionalism.	0	0.0%	0	0.0%	1	2.1%	13	27.1%	34	70.8%
72. The university provided an inclusive and supportive environment.	0	0.0%	1	2.1%	1	2.1%	12	25.0%	34	70.8%
73. Campus communication kept me informed of important deadlines and events.	1	2.1%	0	0.0%	4	8.3%	12	25.0%	31	64.6%
74. I would recommend this university to others.	0	0.0%	0	0.0%	5	10.4%	12	25.0%	31	64.6%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>College of Agricultural, Family and Consumer Sciences</b>										
<b>College</b>										
<b>Course Design, Learning Outcomes &amp; Instruction</b>										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	0	0.0%	5	29.4%	8	47.1%	4	23.5%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	0	0.0%	4	23.5%	6	35.3%	7	41.2%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	0	0.0%	5	29.4%	6	35.3%	6	35.3%
20.The instructor provided timely, constructive, and useful feedback.	0	0.0%	1	5.9%	2	11.8%	8	47.1%	6	35.3%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	0	0.0%	3	17.6%	8	47.1%	6	35.3%
<b>Student-Focused Teaching &amp; Learning Environment</b>										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	0	0.0%	2	11.8%	9	52.9%	6	35.3%
23.Faculty demonstrated a commitment to my academic success.	0	0.0%	0	0.0%	3	17.6%	7	41.2%	7	41.2%
24.I received constructive feedback that improved my learning.	0	0.0%	0	0.0%	2	11.8%	8	47.1%	7	41.2%
25.Instructional strategies supported different learning styles.	0	0.0%	0	0.0%	3	17.6%	7	41.2%	7	41.2%
<b>Academic Program Effectiveness</b>										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	0	0.0%	3	17.6%	7	41.2%	7	41.2%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	0	0.0%	4	23.5%	7	41.2%	6	35.3%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	0	0.0%	3	17.6%	7	41.2%	7	41.2%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	0	0.0%	3	17.6%	6	35.3%	8	47.1%
30.Program requirements were clear and consistently communicated.	0	0.0%	0	0.0%	4	23.5%	7	41.2%	6	35.3%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	0	0.0%	3	17.6%	8	47.1%	6	35.3%
32.My academic program prepared me for my next step (career or graduate study).	0	0.0%	0	0.0%	3	17.6%	7	41.2%	7	41.2%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Teaching, Research, Service &amp; Creative Scholarship</b>										
33. My program emphasized the importance of research and/or scholarly activity.	0	0.0%	0	0.0%	3	17.6%	7	41.2%	7	41.2%
34. Faculty integrated research, scholarship, or creative work into coursework.	0	0.0%	0	0.0%	3	17.6%	9	52.9%	5	29.4%
35. I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	0	0.0%	3	17.6%	8	47.1%	6	35.3%
36. I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	0	0.0%	3	17.6%	8	47.1%	6	35.3%
<b>Institutional &amp; General Education Learning Outcomes</b>										
37. My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	3	17.6%	7	41.2%	7	41.2%
38. I can communicate effectively with diverse audiences.	0	0.0%	0	0.0%	3	17.6%	6	35.3%	8	47.1%
39. I gained appreciation for cultural and global perspectives.	0	0.0%	0	0.0%	4	23.5%	6	35.3%	7	41.2%
40. I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	4	23.5%	7	41.2%	6	35.3%
41. I understand ethical and responsible behavior.	0	0.0%	0	0.0%	2	11.8%	7	41.2%	8	47.1%
42. I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	2	11.8%	6	35.3%	9	52.9%
<b>Diversity, Equity, Inclusion &amp; Belonging</b>										
43. The campus environment respects and values diversity.	0	0.0%	0	0.0%	5	29.4%	5	29.4%	7	41.2%
44. Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	0	0.0%	0	0.0%	3	17.6%	8	47.1%	6	35.3%
45. I felt a sense of belonging and inclusion at Southern University.	0	0.0%	0	0.0%	4	23.5%	7	41.2%	6	35.3%
<b>Global Leadership, Career Preparation &amp; Workforce Readiness</b>										
46. My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	0	0.0%	3	17.6%	8	47.1%	6	35.3%
47. I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	0	0.0%	3	17.6%	7	41.2%	7	41.2%
48. The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	0	0.0%	3	17.6%	8	47.1%	6	35.3%
49. I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	0	0.0%	3	17.6%	6	35.3%	8	47.1%
50. I feel prepared to transition successfully into a career or advanced study.	0	0.0%	0	0.0%	3	17.6%	7	41.2%	7	41.2%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Post-Graduation Plans &amp; Career Readiness</b>										
51.My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	2	11.8%	6	35.3%	9	52.9%
52.I feel confident competing in my chosen career field.	0	0.0%	0	0.0%	2	11.8%	6	35.3%	9	52.9%
53.Career services helped connect me to opportunities.	0	0.0%	1	5.9%	5	29.4%	7	41.2%	4	23.5%
<b>Academic &amp; Student Support Services</b>										
56.Academic advising helped me make informed decisions.	0	0.0%	1	5.9%	4	23.5%	7	41.2%	5	29.4%
57.Library and learning resources supported my academic success.	0	0.0%	0	0.0%	6	35.3%	5	29.4%	6	35.3%
58.Tutoring or academic support services improved my performance.	0	0.0%	0	0.0%	8	47.1%	6	35.3%	3	17.6%
59.Career services prepared me for employment or graduate school.	0	0.0%	2	11.8%	8	47.1%	6	35.3%	1	5.9%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	0	0.0%	4	23.5%	3	17.6%	4	23.5%	6	35.3%
<b>Instructional Modalities, Technology &amp; Access</b>										
61.Courses offered in different instructional modalities supported my learning needs.	0	0.0%	0	0.0%	5	29.4%	8	47.1%	4	23.5%
62.Technology used in my courses enhanced my overall learning experience.	0	0.0%	0	0.0%	6	35.3%	7	41.2%	4	23.5%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	0	0.0%	0	0.0%	7	41.2%	7	41.2%	3	17.6%
<b>Campus Facilities &amp; Learning Environment</b>										
64.Classroom and lab spaces were conducive to learning.	0	0.0%	0	0.0%	3	17.6%	12	70.6%	2	11.8%
65.Campus buildings and grounds were well-maintained.	0	0.0%	3	17.6%	6	35.3%	6	35.3%	2	11.8%
66.Campus Wi-Fi and technology resources were reliable.	1	5.9%	4	23.5%	6	35.3%	3	17.6%	3	17.6%
67.Safety and security measures made me feel comfortable on campus.	1	5.9%	2	11.8%	6	35.3%	3	17.6%	5	29.4%
68.Recreational and wellness facilities supported student engagement.	0	0.0%	0	0.0%	5	29.4%	8	47.1%	4	23.5%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Overall Satisfaction &amp; Institutional Climate</b>										
70.I am satisfied with the overall quality of my education.	0	0.0%	2	11.8%	3	17.6%	4	23.5%	8	47.1%
71.Faculty and staff treated me with respect and professionalism.	0	0.0%	0	0.0%	5	29.4%	5	29.4%	7	41.2%
72.The university provided an inclusive and supportive environment.	0	0.0%	1	5.9%	4	23.5%	6	35.3%	6	35.3%
73.Campus communication kept me informed of important deadlines and events.	2	11.8%	0	0.0%	3	17.6%	6	35.3%	6	35.3%
74.I would recommend this university to others.	0	0.0%	3	17.6%	3	17.6%	9	52.9%	2	11.8%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>College of Agricultural, Family and Consumer Sciences</b>										
<b>Undergraduate</b>										
<b>Course Design, Learning Outcomes &amp; Instruction</b>										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	0	0.0%	5	31.3%	7	43.8%	4	25.0%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	0	0.0%	4	25.0%	5	31.3%	7	43.8%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	0	0.0%	5	31.3%	5	31.3%	6	37.5%
20.The instructor provided timely, constructive, and useful feedback.	0	0.0%	1	6.3%	2	12.5%	7	43.8%	6	37.5%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	0	0.0%	3	18.8%	7	43.8%	6	37.5%
<b>Student-Focused Teaching &amp; Learning Environment</b>										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	0	0.0%	2	12.5%	8	50.0%	6	37.5%
23.Faculty demonstrated a commitment to my academic success.	0	0.0%	0	0.0%	3	18.8%	6	37.5%	7	43.8%
24.I received constructive feedback that improved my learning.	0	0.0%	0	0.0%	2	12.5%	7	43.8%	7	43.8%
25.Instructional strategies supported different learning styles.	0	0.0%	0	0.0%	3	18.8%	6	37.5%	7	43.8%
<b>Academic Program Effectiveness</b>										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	0	0.0%	3	18.8%	6	37.5%	7	43.8%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	0	0.0%	4	25.0%	6	37.5%	6	37.5%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	0	0.0%	3	18.8%	6	37.5%	7	43.8%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	0	0.0%	3	18.8%	6	37.5%	7	43.8%
30.Program requirements were clear and consistently communicated.	0	0.0%	0	0.0%	4	25.0%	6	37.5%	6	37.5%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	0	0.0%	3	18.8%	7	43.8%	6	37.5%
32.My academic program prepared me for my next step (career or graduate study).	0	0.0%	0	0.0%	3	18.8%	6	37.5%	7	43.8%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Teaching, Research, Service &amp; Creative Scholarship</b>										
33. My program emphasized the importance of research and/or scholarly activity.	0	0.0%	0	0.0%	3	18.8%	6	37.5%	7	43.8%
34. Faculty integrated research, scholarship, or creative work into coursework.	0	0.0%	0	0.0%	3	18.8%	8	50.0%	5	31.3%
35. I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	0	0.0%	3	18.8%	7	43.8%	6	37.5%
36. I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	0	0.0%	3	18.8%	7	43.8%	6	37.5%
<b>Institutional &amp; General Education Learning Outcomes</b>										
37. My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	3	18.8%	6	37.5%	7	43.8%
38. I can communicate effectively with diverse audiences.	0	0.0%	0	0.0%	3	18.8%	5	31.3%	8	50.0%
39. I gained appreciation for cultural and global perspectives.	0	0.0%	0	0.0%	4	25.0%	5	31.3%	7	43.8%
40. I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	4	25.0%	7	43.8%	5	31.3%
41. I understand ethical and responsible behavior.	0	0.0%	0	0.0%	2	12.5%	7	43.8%	7	43.8%
42. I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	2	12.5%	6	37.5%	8	50.0%
<b>Diversity, Equity, Inclusion &amp; Belonging</b>										
43. The campus environment respects and values diversity.	0	0.0%	0	0.0%	5	31.3%	4	25.0%	7	43.8%
44. Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	0	0.0%	0	0.0%	3	18.8%	7	43.8%	6	37.5%
45. I felt a sense of belonging and inclusion at Southern University.	0	0.0%	0	0.0%	4	25.0%	6	37.5%	6	37.5%
<b>Global Leadership, Career Preparation &amp; Workforce Readiness</b>										
46. My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	0	0.0%	3	18.8%	7	43.8%	6	37.5%
47. I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	0	0.0%	3	18.8%	6	37.5%	7	43.8%
48. The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	0	0.0%	3	18.8%	7	43.8%	6	37.5%
49. I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	0	0.0%	3	18.8%	6	37.5%	7	43.8%
50. I feel prepared to transition successfully into a career or advanced study.	0	0.0%	0	0.0%	3	18.8%	7	43.8%	6	37.5%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Post-Graduation Plans &amp; Career Readiness</b>										
51. My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	2	12.5%	6	37.5%	8	50.0%
52. I feel confident competing in my chosen career field.	0	0.0%	0	0.0%	2	12.5%	6	37.5%	8	50.0%
53. Career services helped connect me to opportunities.	0	0.0%	1	6.3%	4	25.0%	7	43.8%	4	25.0%
<b>Academic &amp; Student Support Services</b>										
56. Academic advising helped me make informed decisions.	0	0.0%	1	6.3%	4	25.0%	6	37.5%	5	31.3%
57. Library and learning resources supported my academic success.	0	0.0%	0	0.0%	6	37.5%	4	25.0%	6	37.5%
58. Tutoring or academic support services improved my performance.	0	0.0%	0	0.0%	8	50.0%	5	31.3%	3	18.8%
59. Career services prepared me for employment or graduate school.	0	0.0%	2	12.5%	7	43.8%	6	37.5%	1	6.3%
60. Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	0	0.0%	4	25.0%	3	18.8%	4	25.0%	5	31.3%
<b>Instructional Modalities, Technology &amp; Access</b>										
61. Courses offered in different instructional modalities supported my learning needs.	0	0.0%	0	0.0%	5	31.3%	7	43.8%	4	25.0%
62. Technology used in my courses enhanced my overall learning experience.	0	0.0%	0	0.0%	6	37.5%	6	37.5%	4	25.0%
63. The institution provided adequate academic and technical support for online or technology-enhanced learning.	0	0.0%	0	0.0%	7	43.8%	6	37.5%	3	18.8%
<b>Campus Facilities &amp; Learning Environment</b>										
64. Classroom and lab spaces were conducive to learning.	0	0.0%	0	0.0%	3	18.8%	11	68.8%	2	12.5%
65. Campus buildings and grounds were well-maintained.	0	0.0%	2	12.5%	6	37.5%	6	37.5%	2	12.5%
66. Campus Wi-Fi and technology resources were reliable.	1	6.3%	4	25.0%	6	37.5%	2	12.5%	3	18.8%
67. Safety and security measures made me feel comfortable on campus.	1	6.3%	2	12.5%	6	37.5%	2	12.5%	5	31.3%
68. Recreational and wellness facilities supported student engagement.	0	0.0%	0	0.0%	5	31.3%	7	43.8%	4	25.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Overall Satisfaction &amp; Institutional Climate</b>										
70.I am satisfied with the overall quality of my education.	0	0.0%	2	12.5%	3	18.8%	3	18.8%	8	50.0%
71.Faculty and staff treated me with respect and professionalism.	0	0.0%	0	0.0%	5	31.3%	5	31.3%	6	37.5%
72.The university provided an inclusive and supportive environment.	0	0.0%	1	6.3%	4	25.0%	6	37.5%	5	31.3%
73.Campus communication kept me informed of important deadlines and events.	2	12.5%	0	0.0%	3	18.8%	6	37.5%	5	31.3%
74.I would recommend this university to others.	0	0.0%	3	18.8%	3	18.8%	8	50.0%	2	12.5%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>College of Agricultural, Family and Consumer Sciences</b>										
<b>Graduate</b>										
<b>Course Design, Learning Outcomes &amp; Instruction</b>										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
20.The instructor provided timely, constructive, and useful feedback.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
<b>Student-Focused Teaching &amp; Learning Environment</b>										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
23.Faculty demonstrated a commitment to my academic success.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
24.I received constructive feedback that improved my learning.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
25.Instructional strategies supported different learning styles.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
<b>Academic Program Effectiveness</b>										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%
30.Program requirements were clear and consistently communicated.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
32.My academic program prepared me for my next step (career or graduate study).	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Teaching, Research, Service &amp; Creative Scholarship</b>										
33.My program emphasized the importance of research and/or scholarly activity.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
34.Faculty integrated research, scholarship, or creative work into coursework.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
35.I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
36.I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
<b>Institutional &amp; General Education Learning Outcomes</b>										
37.My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
38.I can communicate effectively with diverse audiences.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
39.I gained appreciation for cultural and global perspectives.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
40.I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%
41.I understand ethical and responsible behavior.	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%
42.I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%
<b>Diversity, Equity, Inclusion &amp; Belonging</b>										
43.The campus environment respects and values diversity.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
44.Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
45.I felt a sense of belonging and inclusion at Southern University.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
<b>Global Leadership, Career Preparation &amp; Workforce Readiness</b>										
46.My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
47.I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
48.The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
49.I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%
50.I feel prepared to transition successfully into a career or advanced study.	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Post-Graduation Plans &amp; Career Readiness</b>										
51. My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%
52. I feel confident competing in my chosen career field.	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%
53. Career services helped connect me to opportunities.	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1	100.0%
<b>Academic &amp; Student Support Services</b>										
56. Academic advising helped me make informed decisions.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
57. Library and learning resources supported my academic success.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
58. Tutoring or academic support services improved my performance.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
59. Career services prepared me for employment or graduate school.	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1	100.0%
60. Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%
<b>Instructional Modalities, Technology &amp; Access</b>										
61. Courses offered in different instructional modalities supported my learning needs.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
62. Technology used in my courses enhanced my overall learning experience.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
63. The institution provided adequate academic and technical support for online or technology-enhanced learning.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
<b>Campus Facilities &amp; Learning Environment</b>										
64. Classroom and lab spaces were conducive to learning.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
65. Campus buildings and grounds were well-maintained.	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%
66. Campus Wi-Fi and technology resources were reliable.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
67. Safety and security measures made me feel comfortable on campus.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
68. Recreational and wellness facilities supported student engagement.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Overall Satisfaction &amp; Institutional Climate</b>										
70.I am satisfied with the overall quality of my education.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
71.Faculty and staff treated me with respect and professionalism.	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%
72.The university provided an inclusive and supportive environment.	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%
73.Campus communication kept me informed of important deadlines and events.	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%
74.I would recommend this university to others.	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>College of Business</b>										
<b>College</b>										
<b>Course Design, Learning Outcomes &amp; Instruction</b>										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	2	4.0%	4	8.0%	23	46.0%	21	42.0%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	0	0.0%	7	14.0%	20	40.0%	23	46.0%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	1	2.0%	7	14.0%	20	40.0%	22	44.0%
20.The instructor provided timely, constructive, and useful feedback.	0	0.0%	3	6.0%	6	12.0%	20	40.0%	21	42.0%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	2	4.0%	6	12.0%	23	46.0%	19	38.0%
<b>Student-Focused Teaching &amp; Learning Environment</b>										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	1	2.0%	5	10.0%	22	44.0%	22	44.0%
23.Faculty demonstrated a commitment to my academic success.	0	0.0%	1	2.0%	6	12.0%	20	40.0%	23	46.0%
24.I received constructive feedback that improved my learning.	0	0.0%	2	4.0%	6	12.0%	22	44.0%	20	40.0%
25.Instructional strategies supported different learning styles.	1	2.0%	2	4.1%	5	10.2%	21	42.9%	20	40.8%
<b>Academic Program Effectiveness</b>										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	1	2.0%	5	10.0%	21	42.0%	23	46.0%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	1	2.0%	9	18.0%	16	32.0%	24	48.0%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	0	0.0%	5	10.0%	24	48.0%	21	42.0%
29.I was encouraged to apply knowledge to real-world or professional situations.	1	2.0%	1	2.0%	6	12.0%	19	38.0%	23	46.0%
30.Program requirements were clear and consistently communicated.	0	0.0%	2	4.0%	7	14.0%	21	42.0%	20	40.0%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	0	0.0%	7	14.0%	22	44.0%	21	42.0%
32.My academic program prepared me for my next step (career or graduate study).	0	0.0%	0	0.0%	7	14.0%	21	42.0%	22	44.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Teaching, Research, Service &amp; Creative Scholarship</b>										
33. My program emphasized the importance of research and/or scholarly activity.	0	0.0%	0	0.0%	8	16.0%	21	42.0%	21	42.0%
34. Faculty integrated research, scholarship, or creative work into coursework.	0	0.0%	3	6.0%	6	12.0%	24	48.0%	17	34.0%
35. I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	1	2.0%	11	22.0%	22	44.0%	16	32.0%
36. I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	2	4.0%	6	12.0%	22	44.0%	20	40.0%
<b>Institutional &amp; General Education Learning Outcomes</b>										
37. My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	7	14.0%	22	44.0%	21	42.0%
38. I can communicate effectively with diverse audiences.	0	0.0%	0	0.0%	8	16.0%	22	44.0%	20	40.0%
39. I gained appreciation for cultural and global perspectives.	0	0.0%	2	4.0%	7	14.0%	19	38.0%	22	44.0%
40. I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	6	12.0%	23	46.0%	21	42.0%
41. I understand ethical and responsible behavior.	0	0.0%	0	0.0%	7	14.0%	18	36.0%	25	50.0%
42. I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	4	8.0%	21	42.0%	25	50.0%
<b>Diversity, Equity, Inclusion &amp; Belonging</b>										
43. The campus environment respects and values diversity.	0	0.0%	1	2.0%	6	12.0%	21	42.0%	22	44.0%
44. Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	0	0.0%	2	4.0%	7	14.0%	19	38.0%	22	44.0%
45. I felt a sense of belonging and inclusion at Southern University.	1	2.0%	0	0.0%	6	12.0%	20	40.0%	23	46.0%
<b>Global Leadership, Career Preparation &amp; Workforce Readiness</b>										
46. My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	0	0.0%	9	18.0%	19	38.0%	22	44.0%
47. I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	0	0.0%	6	12.0%	23	46.0%	21	42.0%
48. The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	0	0.0%	8	16.0%	18	36.0%	24	48.0%
49. I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	0	0.0%	7	14.0%	20	40.0%	23	46.0%
50. I feel prepared to transition successfully into a career or advanced study.	0	0.0%	0	0.0%	9	18.0%	19	38.0%	22	44.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Post-Graduation Plans &amp; Career Readiness</b>										
51. My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	6	12.0%	18	36.0%	26	52.0%
52. I feel confident competing in my chosen career field.	0	0.0%	0	0.0%	8	16.0%	18	36.0%	24	48.0%
53. Career services helped connect me to opportunities.	1	2.0%	2	4.0%	13	26.0%	15	30.0%	19	38.0%
<b>Academic &amp; Student Support Services</b>										
56. Academic advising helped me make informed decisions.	0	0.0%	5	10.0%	7	14.0%	18	36.0%	20	40.0%
57. Library and learning resources supported my academic success.	0	0.0%	1	2.0%	14	28.0%	20	40.0%	15	30.0%
58. Tutoring or academic support services improved my performance.	0	0.0%	1	2.0%	16	32.0%	18	36.0%	15	30.0%
59. Career services prepared me for employment or graduate school.	0	0.0%	2	4.0%	20	40.0%	16	32.0%	12	24.0%
60. Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	0	0.0%	1	2.0%	14	28.0%	21	42.0%	14	28.0%
<b>Instructional Modalities, Technology &amp; Access</b>										
61. Courses offered in different instructional modalities supported my learning needs.	0	0.0%	0	0.0%	9	18.0%	22	44.0%	19	38.0%
62. Technology used in my courses enhanced my overall learning experience.	0	0.0%	1	2.0%	7	14.0%	25	50.0%	17	34.0%
63. The institution provided adequate academic and technical support for online or technology-enhanced learning.	0	0.0%	0	0.0%	8	16.0%	25	50.0%	17	34.0%
<b>Campus Facilities &amp; Learning Environment</b>										
64. Classroom and lab spaces were conducive to learning.	0	0.0%	5	10.0%	9	18.0%	23	46.0%	13	26.0%
65. Campus buildings and grounds were well-maintained.	1	2.0%	4	8.0%	15	30.0%	19	38.0%	11	22.0%
66. Campus Wi-Fi and technology resources were reliable.	0	0.0%	6	12.0%	16	32.0%	17	34.0%	11	22.0%
67. Safety and security measures made me feel comfortable on campus.	0	0.0%	3	6.0%	17	34.0%	18	36.0%	12	24.0%
68. Recreational and wellness facilities supported student engagement.	0	0.0%	1	2.0%	13	26.0%	19	38.0%	17	34.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Overall Satisfaction &amp; Institutional Climate</b>										
70.I am satisfied with the overall quality of my education.	0	0.0%	1	2.0%	7	14.0%	19	38.0%	23	46.0%
71.Faculty and staff treated me with respect and professionalism.	0	0.0%	0	0.0%	9	18.0%	25	50.0%	16	32.0%
72.The university provided an inclusive and supportive environment.	0	0.0%	2	4.0%	6	12.0%	25	50.0%	17	34.0%
73.Campus communication kept me informed of important deadlines and events.	0	0.0%	2	4.0%	10	20.0%	20	40.0%	18	36.0%
74.I would recommend this university to others.	0	0.0%	2	4.0%	7	14.0%	22	44.0%	19	38.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>College of Business</b>										
<b>Undergraduate</b>										
<b>Course Design, Learning Outcomes &amp; Instruction</b>										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	2	5.4%	3	8.1%	17	45.9%	15	40.5%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	0	0.0%	6	16.2%	14	37.8%	17	45.9%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	1	2.7%	6	16.2%	15	40.5%	15	40.5%
20.The instructor provided timely, constructive, and useful feedback.	0	0.0%	3	8.1%	4	10.8%	15	40.5%	15	40.5%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	2	5.4%	5	13.5%	17	45.9%	13	35.1%
<b>Student-Focused Teaching &amp; Learning Environment</b>										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	1	2.7%	4	10.8%	17	45.9%	15	40.5%
23.Faculty demonstrated a commitment to my academic success.	0	0.0%	1	2.7%	5	13.5%	15	40.5%	16	43.2%
24.I received constructive feedback that improved my learning.	0	0.0%	2	5.4%	4	10.8%	17	45.9%	14	37.8%
25.Instructional strategies supported different learning styles.	1	2.7%	2	5.4%	4	10.8%	16	43.2%	14	37.8%
<b>Academic Program Effectiveness</b>										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	1	2.7%	4	10.8%	17	45.9%	15	40.5%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	1	2.7%	8	21.6%	13	35.1%	15	40.5%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	0	0.0%	4	10.8%	19	51.4%	14	37.8%
29.I was encouraged to apply knowledge to real-world or professional situations.	1	2.7%	1	2.7%	5	13.5%	16	43.2%	14	37.8%
30.Program requirements were clear and consistently communicated.	0	0.0%	2	5.4%	5	13.5%	18	48.6%	12	32.4%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	0	0.0%	6	16.2%	18	48.6%	13	35.1%
32.My academic program prepared me for my next step (career or graduate study).	0	0.0%	0	0.0%	6	16.2%	17	45.9%	14	37.8%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Teaching, Research, Service &amp; Creative Scholarship</b>										
33.My program emphasized the importance of research and/or scholarly activity.	0	0.0%	0	0.0%	5	13.5%	20	54.1%	12	32.4%
34.Faculty integrated research, scholarship, or creative work into coursework.	0	0.0%	3	8.1%	4	10.8%	20	54.1%	10	27.0%
35.I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	1	2.7%	9	24.3%	17	45.9%	10	27.0%
36.I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	2	5.4%	3	8.1%	19	51.4%	13	35.1%
<b>Institutional &amp; General Education Learning Outcomes</b>										
37.My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	6	16.2%	18	48.6%	13	35.1%
38.I can communicate effectively with diverse audiences.	0	0.0%	0	0.0%	6	16.2%	18	48.6%	13	35.1%
39.I gained appreciation for cultural and global perspectives.	0	0.0%	2	5.4%	6	16.2%	15	40.5%	14	37.8%
40.I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	5	13.5%	19	51.4%	13	35.1%
41.I understand ethical and responsible behavior.	0	0.0%	0	0.0%	6	16.2%	16	43.2%	15	40.5%
42.I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	3	8.1%	19	51.4%	15	40.5%
<b>Diversity, Equity, Inclusion &amp; Belonging</b>										
43.The campus environment respects and values diversity.	0	0.0%	1	2.7%	4	10.8%	17	45.9%	15	40.5%
44.Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	0	0.0%	2	5.4%	5	13.5%	16	43.2%	14	37.8%
45.I felt a sense of belonging and inclusion at Southern University.	1	2.7%	0	0.0%	5	13.5%	16	43.2%	15	40.5%
<b>Global Leadership, Career Preparation &amp; Workforce Readiness</b>										
46.My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	0	0.0%	8	21.6%	15	40.5%	14	37.8%
47.I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	0	0.0%	5	13.5%	18	48.6%	14	37.8%
48.The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	0	0.0%	6	16.2%	14	37.8%	17	45.9%
49.I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	0	0.0%	6	16.2%	16	43.2%	15	40.5%
50.I feel prepared to transition successfully into a career or advanced study.	0	0.0%	0	0.0%	8	21.6%	14	37.8%	15	40.5%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Post-Graduation Plans &amp; Career Readiness</b>										
51.My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	5	13.5%	15	40.5%	17	45.9%
52.I feel confident competing in my chosen career field.	0	0.0%	0	0.0%	7	18.9%	16	43.2%	14	37.8%
53.Career services helped connect me to opportunities.	1	2.7%	1	2.7%	10	27.0%	14	37.8%	11	29.7%
<b>Academic &amp; Student Support Services</b>										
56.Academic advising helped me make informed decisions.	0	0.0%	5	13.5%	6	16.2%	14	37.8%	12	32.4%
57.Library and learning resources supported my academic success.	0	0.0%	1	2.7%	11	29.7%	15	40.5%	10	27.0%
58.Tutoring or academic support services improved my performance.	0	0.0%	1	2.7%	11	29.7%	15	40.5%	10	27.0%
59.Career services prepared me for employment or graduate school.	0	0.0%	2	5.4%	15	40.5%	12	32.4%	8	21.6%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	0	0.0%	1	2.7%	11	29.7%	15	40.5%	10	27.0%
<b>Instructional Modalities, Technology &amp; Access</b>										
61.Courses offered in different instructional modalities supported my learning needs.	0	0.0%	0	0.0%	8	21.6%	17	45.9%	12	32.4%
62.Technology used in my courses enhanced my overall learning experience.	0	0.0%	1	2.7%	6	16.2%	19	51.4%	11	29.7%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	0	0.0%	0	0.0%	6	16.2%	20	54.1%	11	29.7%
<b>Campus Facilities &amp; Learning Environment</b>										
64.Classroom and lab spaces were conducive to learning.	0	0.0%	5	13.5%	6	16.2%	17	45.9%	9	24.3%
65.Campus buildings and grounds were well-maintained.	1	2.7%	4	10.8%	12	32.4%	14	37.8%	6	16.2%
66.Campus Wi-Fi and technology resources were reliable.	0	0.0%	6	16.2%	12	32.4%	13	35.1%	6	16.2%
67.Safety and security measures made me feel comfortable on campus.	0	0.0%	3	8.1%	14	37.8%	13	35.1%	7	18.9%
68.Recreational and wellness facilities supported student engagement.	0	0.0%	1	2.7%	9	24.3%	16	43.2%	11	29.7%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Overall Satisfaction &amp; Institutional Climate</b>										
70.I am satisfied with the overall quality of my education.	0	0.0%	1	2.7%	6	16.2%	16	43.2%	14	37.8%
71.Faculty and staff treated me with respect and professionalism.	0	0.0%	0	0.0%	8	21.6%	21	56.8%	8	21.6%
72.The university provided an inclusive and supportive environment.	0	0.0%	2	5.4%	5	13.5%	21	56.8%	9	24.3%
73.Campus communication kept me informed of important deadlines and events.	0	0.0%	2	5.4%	8	21.6%	16	43.2%	11	29.7%
74.I would recommend this university to others.	0	0.0%	2	5.4%	6	16.2%	18	48.6%	11	29.7%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>College of Business</b>										
<b>Graduate</b>										
<b>Course Design, Learning Outcomes &amp; Instruction</b>										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	1	7.7%	6	46.2%	6	46.2%	13	100.0%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	1	7.7%	6	46.2%	6	46.2%	13	100.0%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	1	7.7%	5	38.5%	7	53.8%	13	100.0%
20.The instructor provided timely, constructive, and useful feedback.	0	0.0%	2	15.4%	5	38.5%	6	46.2%	13	100.0%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	1	7.7%	6	46.2%	6	46.2%	13	100.0%
<b>Student-Focused Teaching &amp; Learning Environment</b>										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	1	7.7%	5	38.5%	7	53.8%	13	100.0%
23.Faculty demonstrated a commitment to my academic success.	0	0.0%	1	7.7%	5	38.5%	7	53.8%	13	100.0%
24.I received constructive feedback that improved my learning.	0	0.0%	2	15.4%	5	38.5%	6	46.2%	13	100.0%
25.Instructional strategies supported different learning styles.	0	0.0%	1	8.3%	5	41.7%	6	50.0%	12	100.0%
<b>Academic Program Effectiveness</b>										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	1	7.7%	4	30.8%	8	61.5%	13	100.0%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	1	7.7%	3	23.1%	9	69.2%	13	100.0%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	1	7.7%	5	38.5%	7	53.8%	13	100.0%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	1	7.7%	3	23.1%	9	69.2%	13	100.0%
30.Program requirements were clear and consistently communicated.	0	0.0%	2	15.4%	3	23.1%	8	61.5%	13	100.0%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	1	7.7%	4	30.8%	8	61.5%	13	100.0%
32.My academic program prepared me for my next step (career or graduate study).	0	0.0%	1	7.7%	4	30.8%	8	61.5%	13	100.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Teaching, Research, Service &amp; Creative Scholarship</b>										
33.My program emphasized the importance of research and/or scholarly activity.	0	0.0%	3	23.1%	1	7.7%	9	69.2%	13	100.0%
34.Faculty integrated research, scholarship, or creative work into coursework.	0	0.0%	2	15.4%	4	30.8%	7	53.8%	13	100.0%
35.I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	2	15.4%	5	38.5%	6	46.2%	13	100.0%
36.I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	3	23.1%	3	23.1%	7	53.8%	13	100.0%
<b>Institutional &amp; General Education Learning Outcomes</b>										
37.My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	1	7.7%	4	30.8%	8	61.5%	13	100.0%
38.I can communicate effectively with diverse audiences.	0	0.0%	2	15.4%	4	30.8%	7	53.8%	13	100.0%
39.I gained appreciation for cultural and global perspectives.	0	0.0%	1	7.7%	4	30.8%	8	61.5%	13	100.0%
40.I can apply quantitative reasoning to solve problems.	0	0.0%	1	7.7%	4	30.8%	8	61.5%	13	100.0%
41.I understand ethical and responsible behavior.	0	0.0%	1	7.7%	2	15.4%	10	76.9%	13	100.0%
42.I can effectively use technology for learning and problem-solving.	0	0.0%	1	7.7%	2	15.4%	10	76.9%	13	100.0%
<b>Diversity, Equity, Inclusion &amp; Belonging</b>										
43.The campus environment respects and values diversity.	0	0.0%	2	15.4%	4	30.8%	7	53.8%	13	100.0%
44.Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	0	0.0%	2	15.4%	3	23.1%	8	61.5%	13	100.0%
45.I felt a sense of belonging and inclusion at Southern University.	0	0.0%	1	7.7%	4	30.8%	8	61.5%	13	100.0%
<b>Global Leadership, Career Preparation &amp; Workforce Readiness</b>										
46.My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	1	7.7%	4	30.8%	8	61.5%	13	100.0%
47.I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	1	7.7%	5	38.5%	7	53.8%	13	100.0%
48.The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	2	15.4%	4	30.8%	7	53.8%	13	100.0%
49.I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	1	7.7%	4	30.8%	8	61.5%	13	100.0%
50.I feel prepared to transition successfully into a career or advanced study.	0	0.0%	1	7.7%	5	38.5%	7	53.8%	13	100.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Post-Graduation Plans &amp; Career Readiness</b>										
51. My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	1	7.7%	3	23.1%	9	69.2%	13	100.0%
52. I feel confident competing in my chosen career field.	0	0.0%	1	7.7%	2	15.4%	10	76.9%	13	100.0%
53. Career services helped connect me to opportunities.	1	7.7%	3	23.1%	1	7.7%	8	61.5%	13	100.0%
<b>Academic &amp; Student Support Services</b>										
56. Academic advising helped me make informed decisions.	0	0.0%	1	7.7%	4	30.8%	8	61.5%	13	100.0%
57. Library and learning resources supported my academic success.	0	0.0%	3	23.1%	5	38.5%	5	38.5%	13	100.0%
58. Tutoring or academic support services improved my performance.	0	0.0%	5	38.5%	3	23.1%	5	38.5%	13	100.0%
59. Career services prepared me for employment or graduate school.	0	0.0%	5	38.5%	4	30.8%	4	30.8%	13	100.0%
60. Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	0	0.0%	3	23.1%	6	46.2%	4	30.8%	13	100.0%
<b>Instructional Modalities, Technology &amp; Access</b>										
61. Courses offered in different instructional modalities supported my learning needs.	0	0.0%	1	7.7%	5	38.5%	7	53.8%	13	100.0%
62. Technology used in my courses enhanced my overall learning experience.	0	0.0%	1	7.7%	6	46.2%	6	46.2%	13	100.0%
63. The institution provided adequate academic and technical support for online or technology-enhanced learning.	0	0.0%	2	15.4%	5	38.5%	6	46.2%	13	100.0%
<b>Campus Facilities &amp; Learning Environment</b>										
64. Classroom and lab spaces were conducive to learning.	0	0.0%	3	23.1%	6	46.2%	4	30.8%	13	100.0%
65. Campus buildings and grounds were well-maintained.	0	0.0%	3	23.1%	5	38.5%	5	38.5%	13	100.0%
66. Campus Wi-Fi and technology resources were reliable.	0	0.0%	4	30.8%	4	30.8%	5	38.5%	13	100.0%
67. Safety and security measures made me feel comfortable on campus.	0	0.0%	3	23.1%	5	38.5%	5	38.5%	13	100.0%
68. Recreational and wellness facilities supported student engagement.	0	0.0%	4	30.8%	3	23.1%	6	46.2%	13	100.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Overall Satisfaction &amp; Institutional Climate</b>										
70.I am satisfied with the overall quality of my education.	0	0.0%	1	7.7%	3	23.1%	9	69.2%	13	100.0%
71.Faculty and staff treated me with respect and professionalism.	0	0.0%	1	7.7%	4	30.8%	8	61.5%	13	100.0%
72.The university provided an inclusive and supportive environment.	0	0.0%	1	7.7%	4	30.8%	8	61.5%	13	100.0%
73.Campus communication kept me informed of important deadlines and events.	0	0.0%	2	15.4%	4	30.8%	7	53.8%	13	100.0%
74.I would recommend this university to others.	0	0.0%	1	7.7%	4	30.8%	8	61.5%	13	100.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>College of Humanities and Interdisciplinary Studies</b>										
<b>Colege</b>										
<b>Course Design, Learning Outcomes &amp; Instruction</b>										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	0	0.0%	4	18.2%	8	36.4%	10	45.5%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	0	0.0%	5	22.7%	5	22.7%	12	54.5%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	0	0.0%	4	18.2%	7	31.8%	11	50.0%
20.The instructor provided timely, constructive, and useful feedback.	0	0.0%	0	0.0%	4	18.2%	6	27.3%	12	54.5%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	0	0.0%	4	18.2%	7	31.8%	11	50.0%
<b>Student-Focused Teaching &amp; Learning Environment</b>										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	0	0.0%	3	13.6%	9	40.9%	10	45.5%
23.Faculty demonstrated a commitment to my academic success.	0	0.0%	0	0.0%	4	18.2%	6	27.3%	12	54.5%
24.I received constructive feedback that improved my learning.	0	0.0%	0	0.0%	4	18.2%	7	31.8%	11	50.0%
25.Instructional strategies supported different learning styles.	0	0.0%	0	0.0%	3	13.6%	8	36.4%	11	50.0%
<b>Academic Program Effectiveness</b>										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	0	0.0%	4	18.2%	7	31.8%	11	50.0%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	0	0.0%	3	13.6%	8	36.4%	11	50.0%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	0	0.0%	3	13.6%	7	31.8%	12	54.5%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	0	0.0%	3	13.6%	8	36.4%	11	50.0%
30.Program requirements were clear and consistently communicated.	0	0.0%	0	0.0%	3	13.6%	8	36.4%	11	50.0%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	0	0.0%	4	18.2%	7	31.8%	11	50.0%
32.My academic program prepared me for my next step (career or graduate study).	0	0.0%	0	0.0%	4	18.2%	8	36.4%	10	45.5%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Teaching, Research, Service &amp; Creative Scholarship</b>										
33. My program emphasized the importance of research and/or scholarly activity.	0	0.0%	0	0.0%	5	22.7%	4	18.2%	13	59.1%
34. Faculty integrated research, scholarship, or creative work into coursework.	0	0.0%	0	0.0%	5	22.7%	6	27.3%	11	50.0%
35. I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	1	4.5%	5	22.7%	5	22.7%	11	50.0%
36. I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	1	4.5%	4	18.2%	6	27.3%	11	50.0%
<b>Institutional &amp; General Education Learning Outcomes</b>										
37. My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	3	13.6%	8	36.4%	11	50.0%
38. I can communicate effectively with diverse audiences.	0	0.0%	0	0.0%	2	9.1%	6	27.3%	14	63.6%
39. I gained appreciation for cultural and global perspectives.	0	0.0%	0	0.0%	2	9.1%	8	36.4%	12	54.5%
40. I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	2	9.1%	8	36.4%	12	54.5%
41. I understand ethical and responsible behavior.	0	0.0%	0	0.0%	3	13.6%	7	31.8%	12	54.5%
42. I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	2	9.1%	7	31.8%	13	59.1%
<b>Diversity, Equity, Inclusion &amp; Belonging</b>										
43. The campus environment respects and values diversity.	0	0.0%	0	0.0%	3	13.6%	7	31.8%	12	54.5%
44. Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	0	0.0%	0	0.0%	2	9.1%	9	40.9%	11	50.0%
45. I felt a sense of belonging and inclusion at Southern University.	0	0.0%	0	0.0%	2	9.1%	5	22.7%	15	68.2%
<b>Global Leadership, Career Preparation &amp; Workforce Readiness</b>										
46. My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	0	0.0%	2	9.1%	9	40.9%	11	50.0%
47. I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	0	0.0%	2	9.1%	9	40.9%	11	50.0%
48. The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	0	0.0%	2	9.1%	8	36.4%	12	54.5%
49. I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	0	0.0%	3	13.6%	8	36.4%	11	50.0%
50. I feel prepared to transition successfully into a career or advanced study.	0	0.0%	1	4.5%	3	13.6%	6	27.3%	12	54.5%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Post-Graduation Plans &amp; Career Readiness</b>										
51.My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	3	13.6%	10	45.5%	9	40.9%
52.I feel confident competing in my chosen career field.	0	0.0%	0	0.0%	3	13.6%	8	36.4%	11	50.0%
53.Career services helped connect me to opportunities.	1	4.5%	2	9.1%	4	18.2%	6	27.3%	9	40.9%
<b>Academic &amp; Student Support Services</b>										
56.Academic advising helped me make informed decisions.	0	0.0%	0	0.0%	5	22.7%	6	27.3%	11	50.0%
57.Library and learning resources supported my academic success.	0	0.0%	0	0.0%	4	18.2%	7	31.8%	11	50.0%
58.Tutoring or academic support services improved my performance.	0	0.0%	3	13.6%	7	31.8%	3	13.6%	9	40.9%
59.Career services prepared me for employment or graduate school.	3	13.6%	1	4.5%	7	31.8%	3	13.6%	8	36.4%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	0	0.0%	1	4.5%	6	27.3%	5	22.7%	10	45.5%
<b>Instructional Modalities, Technology &amp; Access</b>										
61.Courses offered in different instructional modalities supported my learning needs.	0	0.0%	0	0.0%	4	18.2%	6	27.3%	12	54.5%
62.Technology used in my courses enhanced my overall learning experience.	0	0.0%	0	0.0%	4	18.2%	7	31.8%	11	50.0%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	0	0.0%	0	0.0%	4	18.2%	8	36.4%	10	45.5%
<b>Campus Facilities &amp; Learning Environment</b>										
64.Classroom and lab spaces were conducive to learning.	0	0.0%	0	0.0%	6	27.3%	9	40.9%	7	31.8%
65.Campus buildings and grounds were well-maintained.	0	0.0%	0	0.0%	7	31.8%	10	45.5%	5	22.7%
66.Campus Wi-Fi and technology resources were reliable.	0	0.0%	2	9.1%	6	27.3%	8	36.4%	6	27.3%
67.Safety and security measures made me feel comfortable on campus.	0	0.0%	1	4.5%	6	27.3%	7	31.8%	8	36.4%
68.Recreational and wellness facilities supported student engagement.	0	0.0%	0	0.0%	7	31.8%	8	36.4%	7	31.8%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Overall Satisfaction &amp; Institutional Climate</b>										
70.I am satisfied with the overall quality of my education.	0	0.0%	0	0.0%	5	22.7%	6	27.3%	11	50.0%
71.Faculty and staff treated me with respect and professionalism.	0	0.0%	0	0.0%	6	27.3%	5	22.7%	11	50.0%
72.The university provided an inclusive and supportive environment.	0	0.0%	0	0.0%	5	22.7%	5	22.7%	12	54.5%
73.Campus communication kept me informed of important deadlines and events.	0	0.0%	1	4.5%	4	18.2%	5	22.7%	12	54.5%
74.I would recommend this university to others.	1	4.5%	0	0.0%	4	18.2%	6	27.3%	11	50.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>College of Humanities and Interdisciplinary Studies</b>										
<b>Undergraduate</b>										
<b>Course Design, Learning Outcomes &amp; Instruction</b>										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	0	0.0%	4	25.0%	6	37.5%	6	37.5%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	0	0.0%	5	31.3%	5	31.3%	6	37.5%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	0	0.0%	4	25.0%	6	37.5%	6	37.5%
20.The instructor provided timely, constructive, and useful feedback.	0	0.0%	0	0.0%	4	25.0%	6	37.5%	6	37.5%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	0	0.0%	4	25.0%	6	37.5%	6	37.5%
<b>Student-Focused Teaching &amp; Learning Environment</b>										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	0	0.0%	3	18.8%	7	43.8%	6	37.5%
23.Faculty demonstrated a commitment to my academic success.	0	0.0%	0	0.0%	4	25.0%	6	37.5%	6	37.5%
24.I received constructive feedback that improved my learning.	0	0.0%	0	0.0%	4	25.0%	6	37.5%	6	37.5%
25.Instructional strategies supported different learning styles.	0	0.0%	0	0.0%	3	18.8%	7	43.8%	6	37.5%
<b>Academic Program Effectiveness</b>										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	0	0.0%	4	25.0%	6	37.5%	6	37.5%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	0	0.0%	3	18.8%	7	43.8%	6	37.5%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	0	0.0%	3	18.8%	7	43.8%	6	37.5%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	0	0.0%	3	18.8%	7	43.8%	6	37.5%
30.Program requirements were clear and consistently communicated.	0	0.0%	0	0.0%	3	18.8%	7	43.8%	6	37.5%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	0	0.0%	4	25.0%	6	37.5%	6	37.5%
32.My academic program prepared me for my next step (career or graduate study).	0	0.0%	0	0.0%	4	25.0%	6	37.5%	6	37.5%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Teaching, Research, Service &amp; Creative Scholarship</b>										
33. My program emphasized the importance of research and/or scholarly activity.	0	0.0%	0	0.0%	5	31.3%	3	18.8%	8	50.0%
34. Faculty integrated research, scholarship, or creative work into coursework.	0	0.0%	0	0.0%	5	31.3%	5	31.3%	6	37.5%
35. I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	1	6.3%	5	31.3%	4	25.0%	6	37.5%
36. I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	1	6.3%	4	25.0%	5	31.3%	6	37.5%
<b>Institutional &amp; General Education Learning Outcomes</b>										
37. My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	3	18.8%	7	43.8%	6	37.5%
38. I can communicate effectively with diverse audiences.	0	0.0%	0	0.0%	2	12.5%	6	37.5%	8	50.0%
39. I gained appreciation for cultural and global perspectives.	0	0.0%	0	0.0%	2	12.5%	8	50.0%	6	37.5%
40. I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	2	12.5%	8	50.0%	6	37.5%
41. I understand ethical and responsible behavior.	0	0.0%	0	0.0%	3	18.8%	7	43.8%	6	37.5%
42. I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	2	12.5%	7	43.8%	7	43.8%
<b>Diversity, Equity, Inclusion &amp; Belonging</b>										
43. The campus environment respects and values diversity.	0	0.0%	0	0.0%	3	18.8%	6	37.5%	7	43.8%
44. Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	0	0.0%	0	0.0%	2	12.5%	7	43.8%	7	43.8%
45. I felt a sense of belonging and inclusion at Southern University.	0	0.0%	0	0.0%	2	12.5%	5	31.3%	9	56.3%
<b>Global Leadership, Career Preparation &amp; Workforce Readiness</b>										
46. My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	0	0.0%	2	12.5%	8	50.0%	6	37.5%
47. I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	0	0.0%	2	12.5%	8	50.0%	6	37.5%
48. The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	0	0.0%	2	12.5%	8	50.0%	6	37.5%
49. I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	0	0.0%	3	18.8%	7	43.8%	6	37.5%
50. I feel prepared to transition successfully into a career or advanced study.	0	0.0%	1	6.3%	3	18.8%	6	37.5%	6	37.5%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Post-Graduation Plans &amp; Career Readiness</b>										
51.My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	3	18.8%	7	43.8%	6	37.5%
52.I feel confident competing in my chosen career field.	0	0.0%	0	0.0%	3	18.8%	7	43.8%	6	37.5%
53.Career services helped connect me to opportunities.	1	6.3%	0	0.0%	3	18.8%	6	37.5%	6	37.5%
<b>Academic &amp; Student Support Services</b>										
56.Academic advising helped me make informed decisions.	0	0.0%	0	0.0%	4	25.0%	5	31.3%	7	43.8%
57.Library and learning resources supported my academic success.	0	0.0%	0	0.0%	3	18.8%	6	37.5%	7	43.8%
58.Tutoring or academic support services improved my performance.	0	0.0%	2	12.5%	5	31.3%	3	18.8%	6	37.5%
59.Career services prepared me for employment or graduate school.	1	6.3%	1	6.3%	6	37.5%	3	18.8%	5	31.3%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	0	0.0%	1	6.3%	6	37.5%	3	18.8%	6	37.5%
<b>Instructional Modalities, Technology &amp; Access</b>										
61.Courses offered in different instructional modalities supported my learning needs.	0	0.0%	0	0.0%	4	25.0%	5	31.3%	7	43.8%
62.Technology used in my courses enhanced my overall learning experience.	0	0.0%	0	0.0%	4	25.0%	5	31.3%	7	43.8%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	0	0.0%	0	0.0%	4	25.0%	6	37.5%	6	37.5%
<b>Campus Facilities &amp; Learning Environment</b>										
64.Classroom and lab spaces were conducive to learning.	0	0.0%	0	0.0%	6	37.5%	7	43.8%	3	18.8%
65.Campus buildings and grounds were well-maintained.	0	0.0%	0	0.0%	6	37.5%	8	50.0%	2	12.5%
66.Campus Wi-Fi and technology resources were reliable.	0	0.0%	2	12.5%	5	31.3%	6	37.5%	3	18.8%
67.Safety and security measures made me feel comfortable on campus.	0	0.0%	1	6.3%	6	37.5%	5	31.3%	4	25.0%
68.Recreational and wellness facilities supported student engagement.	0	0.0%	0	0.0%	5	31.3%	7	43.8%	4	25.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Overall Satisfaction &amp; Institutional Climate</b>										
70.I am satisfied with the overall quality of my education.	0	0.0%	0	0.0%	5	31.3%	5	31.3%	6	37.5%
71.Faculty and staff treated me with respect and professionalism.	0	0.0%	0	0.0%	6	37.5%	5	31.3%	5	31.3%
72.The university provided an inclusive and supportive environment.	0	0.0%	0	0.0%	5	31.3%	5	31.3%	6	37.5%
73.Campus communication kept me informed of important deadlines and events.	0	0.0%	1	6.3%	4	25.0%	5	31.3%	6	37.5%
74.I would recommend this university to others.	1	6.3%	0	0.0%	4	25.0%	6	37.5%	5	31.3%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>College of Humanities and Interdisciplinary Studies</b>										
<b>Graduate</b>										
<b>Course Design, Learning Outcomes &amp; Instruction</b>										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	0	0.0%	0	0.0%	2	33.3%	4	66.7%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	100.0%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
20.The instructor provided timely, constructive, and useful feedback.	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	100.0%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
<b>Student-Focused Teaching &amp; Learning Environment</b>										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	0	0.0%	0	0.0%	2	33.3%	4	66.7%
23.Faculty demonstrated a commitment to my academic success.	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	100.0%
24.I received constructive feedback that improved my learning.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
25.Instructional strategies supported different learning styles.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
<b>Academic Program Effectiveness</b>										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	100.0%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
30.Program requirements were clear and consistently communicated.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
32.My academic program prepared me for my next step (career or graduate study).	0	0.0%	0	0.0%	0	0.0%	2	33.3%	4	66.7%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Teaching, Research, Service &amp; Creative Scholarship</b>										
33. My program emphasized the importance of research and/or scholarly activity.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
34. Faculty integrated research, scholarship, or creative work into coursework.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
35. I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
36. I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
<b>Institutional &amp; General Education Learning Outcomes</b>										
37. My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
38. I can communicate effectively with diverse audiences.	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	100.0%
39. I gained appreciation for cultural and global perspectives.	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	100.0%
40. I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	100.0%
41. I understand ethical and responsible behavior.	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	100.0%
42. I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	100.0%
<b>Diversity, Equity, Inclusion &amp; Belonging</b>										
43. The campus environment respects and values diversity.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
44. Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	0	0.0%	0	0.0%	0	0.0%	2	33.3%	4	66.7%
45. I felt a sense of belonging and inclusion at Southern University.	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	100.0%
<b>Global Leadership, Career Preparation &amp; Workforce Readiness</b>										
46. My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
47. I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
48. The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	100.0%
49. I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
50. I feel prepared to transition successfully into a career or advanced study.	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	100.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Post-Graduation Plans &amp; Career Readiness</b>										
51. My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	0	0.0%	3	50.0%	3	50.0%
52. I feel confident competing in my chosen career field.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
53. Career services helped connect me to opportunities.	0	0.0%	2	33.3%	1	16.7%	0	0.0%	3	50.0%
<b>Academic &amp; Student Support Services</b>										
56. Academic advising helped me make informed decisions.	0	0.0%	0	0.0%	1	16.7%	1	16.7%	4	66.7%
57. Library and learning resources supported my academic success.	0	0.0%	0	0.0%	1	16.7%	1	16.7%	4	66.7%
58. Tutoring or academic support services improved my performance.	0	0.0%	1	16.7%	2	33.3%	0	0.0%	3	50.0%
59. Career services prepared me for employment or graduate school.	2	33.3%	0	0.0%	1	16.7%	0	0.0%	3	50.0%
60. Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	0	0.0%	0	0.0%	0	0.0%	2	33.3%	4	66.7%
<b>Instructional Modalities, Technology &amp; Access</b>										
61. Courses offered in different instructional modalities supported my learning needs.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
62. Technology used in my courses enhanced my overall learning experience.	0	0.0%	0	0.0%	0	0.0%	2	33.3%	4	66.7%
63. The institution provided adequate academic and technical support for online or technology-enhanced learning.	0	0.0%	0	0.0%	0	0.0%	2	33.3%	4	66.7%
<b>Campus Facilities &amp; Learning Environment</b>										
64. Classroom and lab spaces were conducive to learning.	0	0.0%	0	0.0%	0	0.0%	2	33.3%	4	66.7%
65. Campus buildings and grounds were well-maintained.	0	0.0%	0	0.0%	1	16.7%	2	33.3%	3	50.0%
66. Campus Wi-Fi and technology resources were reliable.	0	0.0%	0	0.0%	1	16.7%	2	33.3%	3	50.0%
67. Safety and security measures made me feel comfortable on campus.	0	0.0%	0	0.0%	0	0.0%	2	33.3%	4	66.7%
68. Recreational and wellness facilities supported student engagement.	0	0.0%	0	0.0%	2	33.3%	1	16.7%	3	50.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Overall Satisfaction &amp; Institutional Climate</b>										
70.I am satisfied with the overall quality of my education.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
71.Faculty and staff treated me with respect and professionalism.	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	100.0%
72.The university provided an inclusive and supportive environment.	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	100.0%
73.Campus communication kept me informed of important deadlines and events.	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	100.0%
74.I would recommend this university to others.	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	100.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Nelson Mandela College of Government and Social Sciences</b>										
<b>College</b>										
<b>Course Design, Learning Outcomes &amp; Instruction</b>										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	1	1.7%	10	17.2%	24	41.4%	23	39.7%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	1	1.7%	9	15.5%	25	43.1%	23	39.7%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	2	3.4%	6	10.3%	21	36.2%	29	50.0%
20.The instructor provided timely, constructive, and useful feedback.	1	1.7%	3	5.2%	9	15.5%	24	41.4%	21	36.2%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	1	1.7%	10	17.2%	24	41.4%	23	39.7%
<b>Student-Focused Teaching &amp; Learning Environment</b>										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	0	0.0%	12	20.7%	25	43.1%	21	36.2%
23.Faculty demonstrated a commitment to my academic success.	2	3.4%	3	5.2%	8	13.8%	24	41.4%	21	36.2%
24.I received constructive feedback that improved my learning.	1	1.7%	1	1.7%	8	13.8%	25	43.1%	23	39.7%
25.Instructional strategies supported different learning styles.	0	0.0%	2	3.4%	10	17.2%	27	46.6%	19	32.8%
<b>Academic Program Effectiveness</b>										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	1	1.7%	5	8.6%	23	39.7%	29	50.0%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	1	1.7%	7	12.1%	24	41.4%	26	44.8%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	2	3.4%	5	8.6%	27	46.6%	24	41.4%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	0	0.0%	5	8.6%	23	39.7%	30	51.7%
30.Program requirements were clear and consistently communicated.	0	0.0%	3	5.2%	9	15.5%	26	44.8%	20	34.5%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	1	1.7%	4	6.9%	27	46.6%	26	44.8%
32.My academic program prepared me for my next step (career or graduate study).	0	0.0%	1	1.7%	5	8.6%	25	43.1%	27	46.6%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Teaching, Research, Service &amp; Creative Scholarship</b>										
33. My program emphasized the importance of research and/or scholarly activity.	0	0.0%	1	1.7%	4	6.9%	23	39.7%	30	51.7%
34. Faculty integrated research, scholarship, or creative work into coursework.	0	0.0%	3	5.2%	7	12.1%	23	39.7%	25	43.1%
35. I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	3	5.2%	7	12.1%	22	37.9%	26	44.8%
36. I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	0	0.0%	8	13.8%	24	41.4%	26	44.8%
<b>Institutional &amp; General Education Learning Outcomes</b>										
37. My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	7	12.1%	23	39.7%	28	48.3%
38. I can communicate effectively with diverse audiences.	0	0.0%	0	0.0%	5	8.6%	26	44.8%	27	46.6%
39. I gained appreciation for cultural and global perspectives.	0	0.0%	0	0.0%	5	8.6%	25	43.1%	28	48.3%
40. I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	6	10.3%	25	43.1%	27	46.6%
41. I understand ethical and responsible behavior.	0	0.0%	0	0.0%	4	6.9%	22	37.9%	32	55.2%
42. I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	5	8.6%	27	46.6%	26	44.8%
<b>Diversity, Equity, Inclusion &amp; Belonging</b>										
43. The campus environment respects and values diversity.	0	0.0%	1	1.7%	10	17.2%	22	37.9%	25	43.1%
44. Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	1	1.7%	0	0.0%	7	12.1%	26	44.8%	24	41.4%
45. I felt a sense of belonging and inclusion at Southern University.	0	0.0%	0	0.0%	9	15.5%	18	31.0%	31	53.4%
<b>Global Leadership, Career Preparation &amp; Workforce Readiness</b>										
46. My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	1	1.7%	6	10.3%	25	43.1%	26	44.8%
47. I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	0	0.0%	5	8.6%	26	44.8%	27	46.6%
48. The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	0	0.0%	7	12.1%	25	43.1%	26	44.8%
49. I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	1	1.7%	7	12.1%	27	46.6%	23	39.7%
50. I feel prepared to transition successfully into a career or advanced study.	0	0.0%	0	0.0%	7	12.1%	22	37.9%	29	50.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Post-Graduation Plans &amp; Career Readiness</b>										
51.My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	7	12.1%	22	37.9%	29	50.0%
52.I feel confident competing in my chosen career field.	0	0.0%	0	0.0%	6	10.3%	21	36.2%	31	53.4%
53.Career services helped connect me to opportunities.	2	3.4%	3	5.2%	13	22.4%	20	34.5%	20	34.5%
<b>Academic &amp; Student Support Services</b>										
56.Academic advising helped me make informed decisions.	1	1.7%	5	8.6%	8	13.8%	17	29.3%	27	46.6%
57.Library and learning resources supported my academic success.	1	1.7%	1	1.7%	13	22.4%	22	37.9%	21	36.2%
58.Tutoring or academic support services improved my performance.	5	8.6%	2	3.4%	14	24.1%	18	31.0%	19	32.8%
59.Career services prepared me for employment or graduate school.	2	3.4%	6	10.3%	14	24.1%	18	31.0%	18	31.0%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	2	3.4%	0	0.0%	12	20.7%	25	43.1%	19	32.8%
<b>Instructional Modalities, Technology &amp; Access</b>										
61.Courses offered in different instructional modalities supported my learning needs.	0	0.0%	0	0.0%	13	22.4%	22	37.9%	23	39.7%
62.Technology used in my courses enhanced my overall learning experience.	0	0.0%	1	1.7%	8	13.8%	25	43.1%	24	41.4%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	1	1.7%	0	0.0%	10	17.2%	25	43.1%	22	37.9%
<b>Campus Facilities &amp; Learning Environment</b>										
64.Classroom and lab spaces were conducive to learning.	1	1.7%	0	0.0%	15	25.9%	21	36.2%	21	36.2%
65.Campus buildings and grounds were well-maintained.	2	3.4%	2	3.4%	14	24.1%	23	39.7%	17	29.3%
66.Campus Wi-Fi and technology resources were reliable.	3	5.2%	4	6.9%	16	27.6%	20	34.5%	15	25.9%
67.Safety and security measures made me feel comfortable on campus.	3	5.2%	3	5.2%	16	27.6%	21	36.2%	15	25.9%
68.Recreational and wellness facilities supported student engagement.	2	3.4%	1	1.7%	16	27.6%	22	37.9%	17	29.3%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Overall Satisfaction &amp; Institutional Climate</b>										
70.I am satisfied with the overall quality of my education.	0	0.0%	0	0.0%	7	12.1%	24	41.4%	27	46.6%
71.Faculty and staff treated me with respect and professionalism.	1	1.7%	3	5.2%	7	12.1%	23	39.7%	24	41.4%
72.The university provided an inclusive and supportive environment.	0	0.0%	2	3.4%	11	19.0%	23	39.7%	22	37.9%
73.Campus communication kept me informed of important deadlines and events.	1	1.7%	2	3.4%	10	17.2%	23	39.7%	22	37.9%
74.I would recommend this university to others.	1	1.7%	2	3.4%	10	17.2%	23	39.7%	22	37.9%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Nelson Mandela College of Government and Social Sciences</b>										
<b>Undergraduate</b>										
<b>Course Design, Learning Outcomes &amp; Instruction</b>										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	1	2.4%	10	23.8%	18	42.9%	13	31.0%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	1	2.4%	8	19.0%	19	45.2%	14	33.3%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	2	4.8%	5	11.9%	18	42.9%	17	40.5%
20.The instructor provided timely, constructive, and useful feedback.	1	2.4%	2	4.8%	9	21.4%	18	42.9%	12	28.6%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	1	2.4%	9	21.4%	18	42.9%	14	33.3%
<b>Student-Focused Teaching &amp; Learning Environment</b>										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	0	0.0%	12	28.6%	18	42.9%	12	28.6%
23.Faculty demonstrated a commitment to my academic success.	2	4.8%	3	7.1%	7	16.7%	17	40.5%	13	31.0%
24.I received constructive feedback that improved my learning.	1	2.4%	1	2.4%	7	16.7%	20	47.6%	13	31.0%
25.Instructional strategies supported different learning styles.	0	0.0%	2	4.8%	9	21.4%	20	47.6%	11	26.2%
<b>Academic Program Effectiveness</b>										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	1	2.4%	4	9.5%	20	47.6%	17	40.5%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	1	2.4%	6	14.3%	19	45.2%	16	38.1%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	2	4.8%	5	11.9%	21	50.0%	14	33.3%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	0	0.0%	5	11.9%	18	42.9%	19	45.2%
30.Program requirements were clear and consistently communicated.	0	0.0%	3	7.1%	8	19.0%	20	47.6%	11	26.2%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	1	2.4%	4	9.5%	22	52.4%	15	35.7%
32.My academic program prepared me for my next step (career or graduate study).	0	0.0%	1	2.4%	4	9.5%	19	45.2%	18	42.9%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Teaching, Research, Service &amp; Creative Scholarship</b>										
33.My program emphasized the importance of research and/or scholarly activity.	0	0.0%	1	2.4%	3	7.1%	20	47.6%	18	42.9%
34.Faculty integrated research, scholarship, or creative work into coursework.	0	0.0%	3	7.1%	6	14.3%	17	40.5%	16	38.1%
35.I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	2	4.8%	6	14.3%	17	40.5%	17	40.5%
36.I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	0	0.0%	8	19.0%	17	40.5%	17	40.5%
<b>Institutional &amp; General Education Learning Outcomes</b>										
37.My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	7	16.7%	17	40.5%	18	42.9%
38.I can communicate effectively with diverse audiences.	0	0.0%	0	0.0%	5	11.9%	20	47.6%	17	40.5%
39.I gained appreciation for cultural and global perspectives.	0	0.0%	0	0.0%	5	11.9%	19	45.2%	18	42.9%
40.I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	6	14.3%	20	47.6%	16	38.1%
41.I understand ethical and responsible behavior.	0	0.0%	0	0.0%	4	9.5%	18	42.9%	20	47.6%
42.I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	5	11.9%	23	54.8%	14	33.3%
<b>Diversity, Equity, Inclusion &amp; Belonging</b>										
43.The campus environment respects and values diversity.	0	0.0%	1	2.4%	9	21.4%	18	42.9%	14	33.3%
44.Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	1	2.4%	0	0.0%	7	16.7%	21	50.0%	13	31.0%
45.I felt a sense of belonging and inclusion at Southern University.	0	0.0%	0	0.0%	9	21.4%	16	38.1%	17	40.5%
<b>Global Leadership, Career Preparation &amp; Workforce Readiness</b>										
46.My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	1	2.4%	6	14.3%	20	47.6%	15	35.7%
47.I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	0	0.0%	5	11.9%	22	52.4%	15	35.7%
48.The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	0	0.0%	6	14.3%	20	47.6%	16	38.1%
49.I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	1	2.4%	7	16.7%	22	52.4%	12	28.6%
50.I feel prepared to transition successfully into a career or advanced study.	0	0.0%	0	0.0%	7	16.7%	18	42.9%	17	40.5%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Post-Graduation Plans &amp; Career Readiness</b>										
51.My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	7	16.7%	17	40.5%	18	42.9%
52.I feel confident competing in my chosen career field.	0	0.0%	0	0.0%	6	14.3%	17	40.5%	19	45.2%
53.Career services helped connect me to opportunities.	1	2.4%	2	4.8%	9	21.4%	17	40.5%	13	31.0%
<b>Academic &amp; Student Support Services</b>										
56.Academic advising helped me make informed decisions.	1	2.4%	5	11.9%	8	19.0%	12	28.6%	16	38.1%
57.Library and learning resources supported my academic success.	1	2.4%	1	2.4%	10	23.8%	15	35.7%	15	35.7%
58.Tutoring or academic support services improved my performance.	4	9.5%	2	4.8%	11	26.2%	13	31.0%	12	28.6%
59.Career services prepared me for employment or graduate school.	1	2.4%	5	11.9%	10	23.8%	14	33.3%	12	28.6%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	1	2.4%	0	0.0%	11	26.2%	17	40.5%	13	31.0%
<b>Instructional Modalities, Technology &amp; Access</b>										
61.Courses offered in different instructional modalities supported my learning needs.	0	0.0%	0	0.0%	12	28.6%	16	38.1%	14	33.3%
62.Technology used in my courses enhanced my overall learning experience.	0	0.0%	1	2.4%	7	16.7%	19	45.2%	15	35.7%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	1	2.4%	0	0.0%	9	21.4%	18	42.9%	14	33.3%
<b>Campus Facilities &amp; Learning Environment</b>										
64.Classroom and lab spaces were conducive to learning.	1	2.4%	0	0.0%	10	23.8%	16	38.1%	15	35.7%
65.Campus buildings and grounds were well-maintained.	2	4.8%	1	2.4%	10	23.8%	17	40.5%	12	28.6%
66.Campus Wi-Fi and technology resources were reliable.	2	4.8%	4	9.5%	13	31.0%	13	31.0%	10	23.8%
67.Safety and security measures made me feel comfortable on campus.	3	7.1%	3	7.1%	13	31.0%	13	31.0%	10	23.8%
68.Recreational and wellness facilities supported student engagement.	2	4.8%	1	2.4%	11	26.2%	15	35.7%	13	31.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Overall Satisfaction &amp; Institutional Climate</b>										
70.I am satisfied with the overall quality of my education.	0	0.0%	0	0.0%	7	16.7%	19	45.2%	16	38.1%
71.Faculty and staff treated me with respect and professionalism.	1	2.4%	3	7.1%	7	16.7%	18	42.9%	13	31.0%
72.The university provided an inclusive and supportive environment.	0	0.0%	2	4.8%	11	26.2%	18	42.9%	11	26.2%
73.Campus communication kept me informed of important deadlines and events.	1	2.4%	2	4.8%	9	21.4%	19	45.2%	11	26.2%
74.I would recommend this university to others.	1	2.4%	2	4.8%	8	19.0%	19	45.2%	12	28.6%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Nelson Mandela College of Government and Social Sciences</b>										
<b>Graduate</b>										
<b>Course Design, Learning Outcomes &amp; Instruction</b>										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	0	0.0%	0	0.0%	6	37.5%	10	62.5%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	0	0.0%	1	6.3%	6	37.5%	9	56.3%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	0	0.0%	1	6.3%	3	18.8%	12	75.0%
20.The instructor provided timely, constructive, and useful feedback.	0	0.0%	1	6.3%	0	0.0%	6	37.5%	9	56.3%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	0	0.0%	1	6.3%	6	37.5%	9	56.3%
<b>Student-Focused Teaching &amp; Learning Environment</b>										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	0	0.0%	0	0.0%	7	43.8%	9	56.3%
23.Faculty demonstrated a commitment to my academic success.	0	0.0%	0	0.0%	1	6.3%	7	43.8%	8	50.0%
24.I received constructive feedback that improved my learning.	0	0.0%	0	0.0%	1	6.3%	5	31.3%	10	62.5%
25.Instructional strategies supported different learning styles.	0	0.0%	0	0.0%	1	6.3%	7	43.8%	8	50.0%
<b>Academic Program Effectiveness</b>										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	0	0.0%	1	6.3%	3	18.8%	12	75.0%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	0	0.0%	1	6.3%	5	31.3%	10	62.5%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	0	0.0%	0	0.0%	6	37.5%	10	62.5%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	0	0.0%	0	0.0%	5	31.3%	11	68.8%
30.Program requirements were clear and consistently communicated.	0	0.0%	0	0.0%	1	6.3%	6	37.5%	9	56.3%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	0	0.0%	0	0.0%	5	31.3%	11	68.8%
32.My academic program prepared me for my next step (career or graduate study).	0	0.0%	0	0.0%	1	6.3%	6	37.5%	9	56.3%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Teaching, Research, Service &amp; Creative Scholarship</b>										
33. My program emphasized the importance of research and/or scholarly activity.	0	0.0%	0	0.0%	1	6.3%	3	18.8%	12	75.0%
34. Faculty integrated research, scholarship, or creative work into coursework.	0	0.0%	0	0.0%	1	6.3%	6	37.5%	9	56.3%
35. I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	1	6.3%	1	6.3%	5	31.3%	9	56.3%
36. I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	0	0.0%	0	0.0%	7	43.8%	9	56.3%
<b>Institutional &amp; General Education Learning Outcomes</b>										
37. My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	0	0.0%	6	37.5%	10	62.5%
38. I can communicate effectively with diverse audiences.	0	0.0%	0	0.0%	0	0.0%	6	37.5%	10	62.5%
39. I gained appreciation for cultural and global perspectives.	0	0.0%	0	0.0%	0	0.0%	6	37.5%	10	62.5%
40. I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	0	0.0%	5	31.3%	11	68.8%
41. I understand ethical and responsible behavior.	0	0.0%	0	0.0%	0	0.0%	4	25.0%	12	75.0%
42. I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	0	0.0%	4	25.0%	12	75.0%
<b>Diversity, Equity, Inclusion &amp; Belonging</b>										
43. The campus environment respects and values diversity.	0	0.0%	0	0.0%	1	6.3%	4	25.0%	11	68.8%
44. Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	0	0.0%	0	0.0%	0	0.0%	5	31.3%	11	68.8%
45. I felt a sense of belonging and inclusion at Southern University.	0	0.0%	0	0.0%	0	0.0%	2	12.5%	14	87.5%
<b>Global Leadership, Career Preparation &amp; Workforce Readiness</b>										
46. My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	0	0.0%	0	0.0%	5	31.3%	11	68.8%
47. I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	0	0.0%	0	0.0%	4	25.0%	12	75.0%
48. The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	0	0.0%	1	6.3%	5	31.3%	10	62.5%
49. I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	0	0.0%	0	0.0%	5	31.3%	11	68.8%
50. I feel prepared to transition successfully into a career or advanced study.	0	0.0%	0	0.0%	0	0.0%	4	25.0%	12	75.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Post-Graduation Plans &amp; Career Readiness</b>										
51.My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	0	0.0%	5	31.3%	11	68.8%
52.I feel confident competing in my chosen career field.	0	0.0%	0	0.0%	0	0.0%	4	25.0%	12	75.0%
53.Career services helped connect me to opportunities.	1	6.3%	1	6.3%	4	25.0%	3	18.8%	7	43.8%
<b>Academic &amp; Student Support Services</b>										
56.Academic advising helped me make informed decisions.	0	0.0%	0	0.0%	0	0.0%	5	31.3%	11	68.8%
57.Library and learning resources supported my academic success.	0	0.0%	0	0.0%	3	18.8%	7	43.8%	6	37.5%
58.Tutoring or academic support services improved my performance.	1	6.3%	0	0.0%	3	18.8%	5	31.3%	7	43.8%
59.Career services prepared me for employment or graduate school.	1	6.3%	1	6.3%	4	25.0%	4	25.0%	6	37.5%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	1	6.3%	0	0.0%	1	6.3%	8	50.0%	6	37.5%
<b>Instructional Modalities, Technology &amp; Access</b>										
61.Courses offered in different instructional modalities supported my learning needs.	0	0.0%	0	0.0%	1	6.3%	6	37.5%	9	56.3%
62.Technology used in my courses enhanced my overall learning experience.	0	0.0%	0	0.0%	1	6.3%	6	37.5%	9	56.3%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	0	0.0%	0	0.0%	1	6.3%	7	43.8%	8	50.0%
<b>Campus Facilities &amp; Learning Environment</b>										
64.Classroom and lab spaces were conducive to learning.	0	0.0%	0	0.0%	5	31.3%	5	31.3%	6	37.5%
65.Campus buildings and grounds were well-maintained.	0	0.0%	1	6.3%	4	25.0%	6	37.5%	5	31.3%
66.Campus Wi-Fi and technology resources were reliable.	1	6.3%	0	0.0%	3	18.8%	7	43.8%	5	31.3%
67.Safety and security measures made me feel comfortable on campus.	0	0.0%	0	0.0%	3	18.8%	8	50.0%	5	31.3%
68.Recreational and wellness facilities supported student engagement.	0	0.0%	0	0.0%	5	31.3%	7	43.8%	4	25.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Overall Satisfaction &amp; Institutional Climate</b>										
70.I am satisfied with the overall quality of my education.	0	0.0%	0	0.0%	0	0.0%	5	31.3%	11	68.8%
71.Faculty and staff treated me with respect and professionalism.	0	0.0%	0	0.0%	0	0.0%	5	31.3%	11	68.8%
72.The university provided an inclusive and supportive environment.	0	0.0%	0	0.0%	0	0.0%	5	31.3%	11	68.8%
73.Campus communication kept me informed of important deadlines and events.	0	0.0%	0	0.0%	1	6.3%	4	25.0%	11	68.8%
74.I would recommend this university to others.	0	0.0%	0	0.0%	2	12.5%	4	25.0%	10	62.5%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>College of Sciences and Engineering</b>										
<b>College</b>										
<b>Course Design, Learning Outcomes &amp; Instruction</b>										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	0	0.0%	5	12.2%	19	46.3%	17	41.5%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	0	0.0%	4	9.8%	16	39.0%	21	51.2%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	0	0.0%	5	12.2%	15	36.6%	21	51.2%
20.The instructor provided timely, constructive, and useful feedback.	0	0.0%	0	0.0%	11	26.8%	15	36.6%	15	36.6%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	0	0.0%	5	12.2%	19	46.3%	17	41.5%
<b>Student-Focused Teaching &amp; Learning Environment</b>										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	1	2.4%	3	7.3%	20	48.8%	17	41.5%
23.Faculty demonstrated a commitment to my academic success.	0	0.0%	2	4.9%	4	9.8%	19	46.3%	16	39.0%
24.I received constructive feedback that improved my learning.	0	0.0%	1	2.4%	7	17.1%	17	41.5%	16	39.0%
25.Instructional strategies supported different learning styles.	0	0.0%	1	2.4%	9	22.0%	12	29.3%	19	46.3%
<b>Academic Program Effectiveness</b>										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	0	0.0%	3	7.3%	18	43.9%	20	48.8%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	0	0.0%	4	9.8%	17	41.5%	20	48.8%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	0	0.0%	8	19.5%	14	34.1%	19	46.3%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	0	0.0%	4	9.8%	18	43.9%	19	46.3%
30.Program requirements were clear and consistently communicated.	0	0.0%	0	0.0%	5	12.2%	18	43.9%	18	43.9%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	0	0.0%	2	4.9%	20	48.8%	19	46.3%
32.My academic program prepared me for my next step (career or graduate study).	0	0.0%	0	0.0%	5	12.2%	18	43.9%	18	43.9%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Teaching, Research, Service &amp; Creative Scholarship</b>										
33. My program emphasized the importance of research and/or scholarly activity.	0	0.0%	0	0.0%	6	14.6%	17	41.5%	18	43.9%
34. Faculty integrated research, scholarship, or creative work into coursework.	0	0.0%	0	0.0%	8	19.5%	14	34.1%	19	46.3%
35. I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	0	0.0%	4	9.8%	17	41.5%	20	48.8%
36. I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	1	2.4%	5	12.2%	15	36.6%	20	48.8%
<b>Institutional &amp; General Education Learning Outcomes</b>										
37. My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	2	4.9%	20	48.8%	19	46.3%
38. I can communicate effectively with diverse audiences.	0	0.0%	0	0.0%	2	4.9%	19	46.3%	20	48.8%
39. I gained appreciation for cultural and global perspectives.	0	0.0%	0	0.0%	3	7.3%	20	48.8%	18	43.9%
40. I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	4	9.8%	20	48.8%	17	41.5%
41. I understand ethical and responsible behavior.	0	0.0%	0	0.0%	2	4.9%	19	46.3%	20	48.8%
42. I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	2	4.9%	19	46.3%	20	48.8%
<b>Diversity, Equity, Inclusion &amp; Belonging</b>										
43. The campus environment respects and values diversity.	0	0.0%	0	0.0%	6	14.6%	14	34.1%	21	51.2%
44. Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	0	0.0%	0	0.0%	9	22.0%	16	39.0%	16	39.0%
45. I felt a sense of belonging and inclusion at Southern University.	0	0.0%	0	0.0%	8	19.5%	14	34.1%	19	46.3%
<b>Global Leadership, Career Preparation &amp; Workforce Readiness</b>										
46. My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	0	0.0%	4	9.8%	16	39.0%	21	51.2%
47. I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	0	0.0%	2	4.9%	16	39.0%	23	56.1%
48. The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	0	0.0%	3	7.3%	18	43.9%	20	48.8%
49. I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	0	0.0%	2	4.9%	21	51.2%	18	43.9%
50. I feel prepared to transition successfully into a career or advanced study.	0	0.0%	0	0.0%	3	7.3%	21	51.2%	17	41.5%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Post-Graduation Plans &amp; Career Readiness</b>										
51. My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	4	9.8%	16	39.0%	21	51.2%
52. I feel confident competing in my chosen career field.	0	0.0%	0	0.0%	4	9.8%	16	39.0%	21	51.2%
53. Career services helped connect me to opportunities.	0	0.0%	5	12.2%	8	19.5%	10	24.4%	18	43.9%
<b>Academic &amp; Student Support Services</b>										
56. Academic advising helped me make informed decisions.	2	4.9%	2	4.9%	7	17.1%	12	29.3%	18	43.9%
57. Library and learning resources supported my academic success.	1	2.4%	0	0.0%	4	9.8%	16	39.0%	20	48.8%
58. Tutoring or academic support services improved my performance.	1	2.4%	4	9.8%	17	41.5%	8	19.5%	11	26.8%
59. Career services prepared me for employment or graduate school.	1	2.4%	5	12.2%	14	34.1%	8	19.5%	13	31.7%
60. Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	2	4.9%	3	7.3%	9	22.0%	12	29.3%	15	36.6%
<b>Instructional Modalities, Technology &amp; Access</b>										
61. Courses offered in different instructional modalities supported my learning needs.	0	0.0%	2	4.9%	10	24.4%	13	31.7%	16	39.0%
62. Technology used in my courses enhanced my overall learning experience.	0	0.0%	0	0.0%	5	12.2%	19	46.3%	17	41.5%
63. The institution provided adequate academic and technical support for online or technology-enhanced learning.	0	0.0%	0	0.0%	8	19.5%	15	36.6%	18	43.9%
<b>Campus Facilities &amp; Learning Environment</b>										
64. Classroom and lab spaces were conducive to learning.	0	0.0%	1	2.4%	12	29.3%	19	46.3%	9	22.0%
65. Campus buildings and grounds were well-maintained.	2	4.9%	3	7.3%	15	36.6%	13	31.7%	8	19.5%
66. Campus Wi-Fi and technology resources were reliable.	2	4.9%	4	9.8%	20	48.8%	6	14.6%	9	22.0%
67. Safety and security measures made me feel comfortable on campus.	0	0.0%	4	9.8%	19	46.3%	8	19.5%	10	24.4%
68. Recreational and wellness facilities supported student engagement.	0	0.0%	0	0.0%	17	41.5%	13	31.7%	11	26.8%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Overall Satisfaction &amp; Institutional Climate</b>										
70.I am satisfied with the overall quality of my education.	0	0.0%	1	2.4%	3	7.3%	20	48.8%	17	41.5%
71.Faculty and staff treated me with respect and professionalism.	1	2.4%	2	4.9%	5	12.2%	18	43.9%	15	36.6%
72.The university provided an inclusive and supportive environment.	0	0.0%	2	4.9%	6	14.6%	17	41.5%	16	39.0%
73.Campus communication kept me informed of important deadlines and events.	1	2.4%	2	4.9%	9	22.0%	15	36.6%	14	34.1%
74.I would recommend this university to others.	0	0.0%	1	2.4%	13	31.7%	11	26.8%	16	39.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>College of Sciences and Engineering</b>										
<b>Undergraduate</b>										
<b>Course Design, Learning Outcomes &amp; Instruction</b>										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	0	0.0%	5	13.5%	16	43.2%	16	43.2%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	0	0.0%	4	10.8%	14	37.8%	19	51.4%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	0	0.0%	5	13.5%	13	35.1%	19	51.4%
20.The instructor provided timely, constructive, and useful feedback.	0	0.0%	0	0.0%	11	29.7%	13	35.1%	13	35.1%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	0	0.0%	5	13.5%	17	45.9%	15	40.5%
<b>Student-Focused Teaching &amp; Learning Environment</b>										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	1	2.7%	3	8.1%	18	48.6%	15	40.5%
23.Faculty demonstrated a commitment to my academic success.	0	0.0%	2	5.4%	4	10.8%	17	45.9%	14	37.8%
24.I received constructive feedback that improved my learning.	0	0.0%	1	2.7%	7	18.9%	15	40.5%	14	37.8%
25.Instructional strategies supported different learning styles.	0	0.0%	1	2.7%	9	24.3%	10	27.0%	17	45.9%
<b>Academic Program Effectiveness</b>										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	0	0.0%	3	8.1%	16	43.2%	18	48.6%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	0	0.0%	4	10.8%	14	37.8%	19	51.4%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	0	0.0%	8	21.6%	12	32.4%	17	45.9%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	0	0.0%	4	10.8%	16	43.2%	17	45.9%
30.Program requirements were clear and consistently communicated.	0	0.0%	0	0.0%	5	13.5%	16	43.2%	16	43.2%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	0	0.0%	2	5.4%	18	48.6%	17	45.9%
32.My academic program prepared me for my next step (career or graduate study).	0	0.0%	0	0.0%	5	13.5%	15	40.5%	17	45.9%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Teaching, Research, Service &amp; Creative Scholarship</b>										
33. My program emphasized the importance of research and/or scholarly activity.	0	0.0%	0	0.0%	5	13.5%	15	40.5%	17	45.9%
34. Faculty integrated research, scholarship, or creative work into coursework.	0	0.0%	0	0.0%	7	18.9%	13	35.1%	17	45.9%
35. I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	0	0.0%	3	8.1%	16	43.2%	18	48.6%
36. I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	1	2.7%	4	10.8%	14	37.8%	18	48.6%
<b>Institutional &amp; General Education Learning Outcomes</b>										
37. My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	2	5.4%	17	45.9%	18	48.6%
38. I can communicate effectively with diverse audiences.	0	0.0%	0	0.0%	2	5.4%	16	43.2%	19	51.4%
39. I gained appreciation for cultural and global perspectives.	0	0.0%	0	0.0%	3	8.1%	17	45.9%	17	45.9%
40. I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	4	10.8%	18	48.6%	15	40.5%
41. I understand ethical and responsible behavior.	0	0.0%	0	0.0%	2	5.4%	17	45.9%	18	48.6%
42. I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	2	5.4%	17	45.9%	18	48.6%
<b>Diversity, Equity, Inclusion &amp; Belonging</b>										
43. The campus environment respects and values diversity.	0	0.0%	0	0.0%	6	16.2%	12	32.4%	19	51.4%
44. Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	0	0.0%	0	0.0%	9	24.3%	14	37.8%	14	37.8%
45. I felt a sense of belonging and inclusion at Southern University.	0	0.0%	0	0.0%	7	18.9%	13	35.1%	17	45.9%
<b>Global Leadership, Career Preparation &amp; Workforce Readiness</b>										
46. My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	0	0.0%	4	10.8%	14	37.8%	19	51.4%
47. I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	0	0.0%	2	5.4%	14	37.8%	21	56.8%
48. The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	0	0.0%	3	8.1%	16	43.2%	18	48.6%
49. I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	0	0.0%	2	5.4%	18	48.6%	17	45.9%
50. I feel prepared to transition successfully into a career or advanced study.	0	0.0%	0	0.0%	3	8.1%	19	51.4%	15	40.5%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Post-Graduation Plans &amp; Career Readiness</b>										
51. My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	4	10.8%	15	40.5%	18	48.6%
52. I feel confident competing in my chosen career field.	0	0.0%	0	0.0%	4	10.8%	15	40.5%	18	48.6%
53. Career services helped connect me to opportunities.	0	0.0%	4	10.8%	7	18.9%	10	27.0%	16	43.2%
<b>Academic &amp; Student Support Services</b>										
56. Academic advising helped me make informed decisions.	2	5.4%	2	5.4%	5	13.5%	12	32.4%	16	43.2%
57. Library and learning resources supported my academic success.	1	2.7%	0	0.0%	3	8.1%	15	40.5%	18	48.6%
58. Tutoring or academic support services improved my performance.	1	2.7%	4	10.8%	14	37.8%	7	18.9%	11	29.7%
59. Career services prepared me for employment or graduate school.	1	2.7%	5	13.5%	11	29.7%	8	21.6%	12	32.4%
60. Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	2	5.4%	3	8.1%	7	18.9%	11	29.7%	14	37.8%
<b>Instructional Modalities, Technology &amp; Access</b>										
61. Courses offered in different instructional modalities supported my learning needs.	0	0.0%	2	5.4%	9	24.3%	12	32.4%	14	37.8%
62. Technology used in my courses enhanced my overall learning experience.	0	0.0%	0	0.0%	5	13.5%	17	45.9%	15	40.5%
63. The institution provided adequate academic and technical support for online or technology-enhanced learning.	0	0.0%	0	0.0%	8	21.6%	13	35.1%	16	43.2%
<b>Campus Facilities &amp; Learning Environment</b>										
64. Classroom and lab spaces were conducive to learning.	0	0.0%	1	2.7%	9	24.3%	18	48.6%	9	24.3%
65. Campus buildings and grounds were well-maintained.	2	5.4%	3	8.1%	12	32.4%	12	32.4%	8	21.6%
66. Campus Wi-Fi and technology resources were reliable.	2	5.4%	4	10.8%	17	45.9%	5	13.5%	9	24.3%
67. Safety and security measures made me feel comfortable on campus.	0	0.0%	4	10.8%	16	43.2%	7	18.9%	10	27.0%
68. Recreational and wellness facilities supported student engagement.	0	0.0%	0	0.0%	14	37.8%	12	32.4%	11	29.7%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Overall Satisfaction &amp; Institutional Climate</b>										
70.I am satisfied with the overall quality of my education.	0	0.0%	1	2.7%	3	8.1%	18	48.6%	15	40.5%
71.Faculty and staff treated me with respect and professionalism.	1	2.7%	2	5.4%	5	13.5%	16	43.2%	13	35.1%
72.The university provided an inclusive and supportive environment.	0	0.0%	2	5.4%	6	16.2%	15	40.5%	14	37.8%
73.Campus communication kept me informed of important deadlines and events.	1	2.7%	2	5.4%	8	21.6%	13	35.1%	13	35.1%
74.I would recommend this university to others.	0	0.0%	1	2.7%	12	32.4%	10	27.0%	14	37.8%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>College of Sciences and Engineering</b>										
<b>Graduate</b>										
<b>Course Design, Learning Outcomes &amp; Instruction</b>										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	0	0.0%	3	75.0%	1	25.0%	4	100.0%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4	100.0%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4	100.0%
20.The instructor provided timely, constructive, and useful feedback.	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4	100.0%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4	100.0%
<b>Student-Focused Teaching &amp; Learning Environment</b>										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4	100.0%
23.Faculty demonstrated a commitment to my academic success.	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4	100.0%
24.I received constructive feedback that improved my learning.	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4	100.0%
25.Instructional strategies supported different learning styles.	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4	100.0%
<b>Academic Program Effectiveness</b>										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4	100.0%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	0	0.0%	3	75.0%	1	25.0%	4	100.0%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4	100.0%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4	100.0%
30.Program requirements were clear and consistently communicated.	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4	100.0%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4	100.0%
32.My academic program prepared me for my next step (career or graduate study).	0	0.0%	0	0.0%	3	75.0%	1	25.0%	4	100.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Teaching, Research, Service &amp; Creative Scholarship</b>										
33. My program emphasized the importance of research and/or scholarly activity.	0	0.0%	1	25.0%	2	50.0%	1	25.0%	4	100.0%
34. Faculty integrated research, scholarship, or creative work into coursework.	0	0.0%	1	25.0%	1	25.0%	2	50.0%	4	100.0%
35. I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	1	25.0%	1	25.0%	2	50.0%	4	100.0%
36. I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	1	25.0%	1	25.0%	2	50.0%	4	100.0%
<b>Institutional &amp; General Education Learning Outcomes</b>										
37. My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	3	75.0%	1	25.0%	4	100.0%
38. I can communicate effectively with diverse audiences.	0	0.0%	0	0.0%	3	75.0%	1	25.0%	4	100.0%
39. I gained appreciation for cultural and global perspectives.	0	0.0%	0	0.0%	3	75.0%	1	25.0%	4	100.0%
40. I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4	100.0%
41. I understand ethical and responsible behavior.	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4	100.0%
42. I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4	100.0%
<b>Diversity, Equity, Inclusion &amp; Belonging</b>										
43. The campus environment respects and values diversity.	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4	100.0%
44. Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4	100.0%
45. I felt a sense of belonging and inclusion at Southern University.	0	0.0%	1	25.0%	1	25.0%	2	50.0%	4	100.0%
<b>Global Leadership, Career Preparation &amp; Workforce Readiness</b>										
46. My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4	100.0%
47. I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4	100.0%
48. The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4	100.0%
49. I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	0	0.0%	3	75.0%	1	25.0%	4	100.0%
50. I feel prepared to transition successfully into a career or advanced study.	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4	100.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Post-Graduation Plans &amp; Career Readiness</b>										
51.My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	1	25.0%	3	75.0%	4	100.0%
52.I feel confident competing in my chosen career field.	0	0.0%	0	0.0%	1	25.0%	3	75.0%	4	100.0%
53.Career services helped connect me to opportunities.	1	25.0%	1	25.0%	0	0.0%	2	50.0%	4	100.0%
<b>Academic &amp; Student Support Services</b>										
56.Academic advising helped me make informed decisions.	0	0.0%	2	50.0%	0	0.0%	2	50.0%	4	100.0%
57.Library and learning resources supported my academic success.	0	0.0%	1	25.0%	1	25.0%	2	50.0%	4	100.0%
58.Tutoring or academic support services improved my performance.	0	0.0%	3	75.0%	1	25.0%	0	0.0%	4	100.0%
59.Career services prepared me for employment or graduate school.	0	0.0%	3	75.0%	0	0.0%	1	25.0%	4	100.0%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	0	0.0%	2	50.0%	1	25.0%	1	25.0%	4	100.0%
<b>Instructional Modalities, Technology &amp; Access</b>										
61.Courses offered in different instructional modalities supported my learning needs.	0	0.0%	1	25.0%	1	25.0%	2	50.0%	4	100.0%
62.Technology used in my courses enhanced my overall learning experience.	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4	100.0%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4	100.0%
<b>Campus Facilities &amp; Learning Environment</b>										
64.Classroom and lab spaces were conducive to learning.	0	0.0%	3	75.0%	1	25.0%	0	0.0%	4	100.0%
65.Campus buildings and grounds were well-maintained.	0	0.0%	3	75.0%	1	25.0%	0	0.0%	4	100.0%
66.Campus Wi-Fi and technology resources were reliable.	0	0.0%	3	75.0%	1	25.0%	0	0.0%	4	100.0%
67.Safety and security measures made me feel comfortable on campus.	0	0.0%	3	75.0%	1	25.0%	0	0.0%	4	100.0%
68.Recreational and wellness facilities supported student engagement.	0	0.0%	3	75.0%	1	25.0%	0	0.0%	4	100.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Overall Satisfaction &amp; Institutional Climate</b>										
70.I am satisfied with the overall quality of my education.	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4	100.0%
71.Faculty and staff treated me with respect and professionalism.	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4	100.0%
72.The university provided an inclusive and supportive environment.	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4	100.0%
73.Campus communication kept me informed of important deadlines and events.	0	0.0%	1	25.0%	2	50.0%	1	25.0%	4	100.0%
74.I would recommend this university to others.	0	0.0%	1	25.0%	1	25.0%	2	50.0%	4	100.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>College of Nursing and Allied Health</b>										
<b>College</b>										
<b>Course Design, Learning Outcomes &amp; Instruction</b>										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	0	0.0%	7	20.0%	13	37.1%	15	42.9%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	1	2.9%	5	14.3%	14	40.0%	15	42.9%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	0	0.0%	7	20.0%	13	37.1%	15	42.9%
20.The instructor provided timely, constructive, and useful feedback.	1	2.9%	0	0.0%	9	25.7%	11	31.4%	14	40.0%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	0	0.0%	6	17.1%	15	42.9%	14	40.0%
<b>Student-Focused Teaching &amp; Learning Environment</b>										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	1	2.9%	4	11.4%	15	42.9%	15	42.9%
23.Faculty demonstrated a commitment to my academic success.	0	0.0%	1	2.9%	5	14.3%	15	42.9%	14	40.0%
24.I received constructive feedback that improved my learning.	0	0.0%	0	0.0%	6	17.1%	15	42.9%	14	40.0%
25.Instructional strategies supported different learning styles.	0	0.0%	5	14.3%	6	17.1%	11	31.4%	13	37.1%
<b>Academic Program Effectiveness</b>										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	0	0.0%	3	8.6%	16	45.7%	16	45.7%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	0	0.0%	3	8.6%	13	37.1%	19	54.3%
28.Faculty in my program demonstrated expertise in their field.	1	2.9%	0	0.0%	5	14.3%	12	34.3%	17	48.6%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	1	2.9%	5	14.3%	11	31.4%	18	51.4%
30.Program requirements were clear and consistently communicated.	0	0.0%	1	2.9%	5	14.3%	13	37.1%	16	45.7%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	0	0.0%	3	8.6%	16	45.7%	16	45.7%
32.My academic program prepared me for my next step (career or graduate study).	0	0.0%	0	0.0%	6	17.1%	13	37.1%	16	45.7%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Teaching, Research, Service &amp; Creative Scholarship</b>										
33. My program emphasized the importance of research and/or scholarly activity.	0	0.0%	0	0.0%	3	8.6%	12	34.3%	20	57.1%
34. Faculty integrated research, scholarship, or creative work into coursework.	1	2.9%	0	0.0%	4	11.4%	13	37.1%	17	48.6%
35. I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	0	0.0%	2	5.7%	14	40.0%	19	54.3%
36. I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	0	0.0%	3	8.6%	13	37.1%	19	54.3%
<b>Institutional &amp; General Education Learning Outcomes</b>										
37. My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	1	2.9%	17	48.6%	17	48.6%
38. I can communicate effectively with diverse audiences.	0	0.0%	0	0.0%	2	5.7%	14	40.0%	19	54.3%
39. I gained appreciation for cultural and global perspectives.	0	0.0%	1	2.9%	4	11.4%	11	31.4%	19	54.3%
40. I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	2	5.7%	17	48.6%	16	45.7%
41. I understand ethical and responsible behavior.	0	0.0%	0	0.0%	4	11.4%	12	34.3%	19	54.3%
42. I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	2	5.7%	14	40.0%	19	54.3%
<b>Diversity, Equity, Inclusion &amp; Belonging</b>										
43. The campus environment respects and values diversity.	1	2.9%	0	0.0%	5	14.3%	12	34.3%	17	48.6%
44. Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	0	0.0%	2	5.7%	4	11.4%	14	40.0%	15	42.9%
45. I felt a sense of belonging and inclusion at Southern University.	1	2.9%	1	2.9%	3	8.6%	11	31.4%	19	54.3%
<b>Global Leadership, Career Preparation &amp; Workforce Readiness</b>										
46. My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	0	0.0%	5	14.3%	15	42.9%	15	42.9%
47. I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	0	0.0%	3	8.6%	16	45.7%	16	45.7%
48. The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	0	0.0%	1	2.9%	17	48.6%	17	48.6%
49. I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	0	0.0%	4	11.4%	15	42.9%	16	45.7%
50. I feel prepared to transition successfully into a career or advanced study.	0	0.0%	0	0.0%	2	5.7%	16	45.7%	17	48.6%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Post-Graduation Plans &amp; Career Readiness</b>										
51.My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	1	2.9%	18	51.4%	16	45.7%
52.I feel confident competing in my chosen career field.	0	0.0%	0	0.0%	3	8.6%	13	37.1%	19	54.3%
53.Career services helped connect me to opportunities.	0	0.0%	3	8.6%	7	20.0%	10	28.6%	15	42.9%
<b>Academic &amp; Student Support Services</b>										
56.Academic advising helped me make informed decisions.	1	2.9%	4	11.4%	2	5.7%	11	31.4%	17	48.6%
57.Library and learning resources supported my academic success.	2	5.7%	2	5.7%	7	20.0%	9	25.7%	15	42.9%
58.Tutoring or academic support services improved my performance.	1	2.9%	3	8.6%	9	25.7%	8	22.9%	14	40.0%
59.Career services prepared me for employment or graduate school.	0	0.0%	2	5.7%	11	31.4%	8	22.9%	14	40.0%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	0	0.0%	5	14.3%	8	22.9%	8	22.9%	14	40.0%
<b>Instructional Modalities, Technology &amp; Access</b>										
61.Courses offered in different instructional modalities supported my learning needs.	0	0.0%	1	2.9%	7	20.0%	12	34.3%	15	42.9%
62.Technology used in my courses enhanced my overall learning experience.	0	0.0%	0	0.0%	6	17.1%	12	34.3%	17	48.6%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	0	0.0%	1	2.9%	4	11.4%	16	45.7%	14	40.0%
<b>Campus Facilities &amp; Learning Environment</b>										
64.Classroom and lab spaces were conducive to learning.	0	0.0%	1	2.9%	7	20.0%	14	40.0%	13	37.1%
65.Campus buildings and grounds were well-maintained.	1	2.9%	2	5.7%	7	20.0%	12	34.3%	13	37.1%
66.Campus Wi-Fi and technology resources were reliable.	0	0.0%	4	11.4%	5	14.3%	13	37.1%	13	37.1%
67.Safety and security measures made me feel comfortable on campus.	0	0.0%	4	11.4%	4	11.4%	13	37.1%	14	40.0%
68.Recreational and wellness facilities supported student engagement.	0	0.0%	1	2.9%	7	20.0%	10	28.6%	17	48.6%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Overall Satisfaction &amp; Institutional Climate</b>										
70.I am satisfied with the overall quality of my education.	0	0.0%	1	2.9%	2	5.7%	17	48.6%	15	42.9%
71.Faculty and staff treated me with respect and professionalism.	0	0.0%	2	5.7%	3	8.6%	16	45.7%	14	40.0%
72.The university provided an inclusive and supportive environment.	0	0.0%	1	2.9%	4	11.4%	13	37.1%	17	48.6%
73.Campus communication kept me informed of important deadlines and events.	2	5.7%	1	2.9%	5	14.3%	11	31.4%	16	45.7%
74.I would recommend this university to others.	0	0.0%	0	0.0%	6	17.1%	15	42.9%	14	40.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>College of Nursing and Allied Health</b>										
<b>Undergraduate</b>										
<b>Course Design, Learning Outcomes &amp; Instruction</b>										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	0	0.0%	6	22.2%	11	40.7%	10	37.0%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	1	3.7%	5	18.5%	12	44.4%	9	33.3%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	0	0.0%	7	25.9%	11	40.7%	9	33.3%
20.The instructor provided timely, constructive, and useful feedback.	1	3.7%	0	0.0%	9	33.3%	8	29.6%	9	33.3%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	0	0.0%	6	22.2%	12	44.4%	9	33.3%
<b>Student-Focused Teaching &amp; Learning Environment</b>										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	1	3.7%	4	14.8%	13	48.1%	9	33.3%
23.Faculty demonstrated a commitment to my academic success.	0	0.0%	1	3.7%	4	14.8%	13	48.1%	9	33.3%
24.I received constructive feedback that improved my learning.	0	0.0%	0	0.0%	4	14.8%	15	55.6%	8	29.6%
25.Instructional strategies supported different learning styles.	0	0.0%	5	18.5%	4	14.8%	10	37.0%	8	29.6%
<b>Academic Program Effectiveness</b>										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	0	0.0%	3	11.1%	14	51.9%	10	37.0%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	0	0.0%	3	11.1%	12	44.4%	12	44.4%
28.Faculty in my program demonstrated expertise in their field.	1	3.7%	0	0.0%	4	14.8%	12	44.4%	10	37.0%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	1	3.7%	4	14.8%	10	37.0%	12	44.4%
30.Program requirements were clear and consistently communicated.	0	0.0%	0	0.0%	5	18.5%	11	40.7%	11	40.7%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	0	0.0%	3	11.1%	13	48.1%	11	40.7%
32.My academic program prepared me for my next step (career or graduate study).	0	0.0%	0	0.0%	6	22.2%	11	40.7%	10	37.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Teaching, Research, Service &amp; Creative Scholarship</b>										
33. My program emphasized the importance of research and/or scholarly activity.	0	0.0%	0	0.0%	3	11.1%	12	44.4%	12	44.4%
34. Faculty integrated research, scholarship, or creative work into coursework.	1	3.7%	0	0.0%	3	11.1%	12	44.4%	11	40.7%
35. I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	0	0.0%	2	7.4%	13	48.1%	12	44.4%
36. I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	0	0.0%	3	11.1%	12	44.4%	12	44.4%
<b>Institutional &amp; General Education Learning Outcomes</b>										
37. My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	1	3.7%	15	55.6%	11	40.7%
38. I can communicate effectively with diverse audiences.	0	0.0%	0	0.0%	1	3.7%	13	48.1%	13	48.1%
39. I gained appreciation for cultural and global perspectives.	0	0.0%	0	0.0%	4	14.8%	11	40.7%	12	44.4%
40. I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	1	3.7%	16	59.3%	10	37.0%
41. I understand ethical and responsible behavior.	0	0.0%	0	0.0%	3	11.1%	11	40.7%	13	48.1%
42. I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	1	3.7%	14	51.9%	12	44.4%
<b>Diversity, Equity, Inclusion &amp; Belonging</b>										
43. The campus environment respects and values diversity.	0	0.0%	0	0.0%	5	18.5%	11	40.7%	11	40.7%
44. Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	0	0.0%	1	3.7%	4	14.8%	13	48.1%	9	33.3%
45. I felt a sense of belonging and inclusion at Southern University.	0	0.0%	1	3.7%	3	11.1%	10	37.0%	13	48.1%
<b>Global Leadership, Career Preparation &amp; Workforce Readiness</b>										
46. My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	0	0.0%	5	18.5%	13	48.1%	9	33.3%
47. I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	0	0.0%	3	11.1%	14	51.9%	10	37.0%
48. The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	0	0.0%	1	3.7%	15	55.6%	11	40.7%
49. I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	0	0.0%	3	11.1%	14	51.9%	10	37.0%
50. I feel prepared to transition successfully into a career or advanced study.	0	0.0%	0	0.0%	2	7.4%	14	51.9%	11	40.7%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Post-Graduation Plans &amp; Career Readiness</b>										
51.My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	1	3.7%	16	59.3%	10	37.0%
52.I feel confident competing in my chosen career field.	0	0.0%	0	0.0%	3	11.1%	11	40.7%	13	48.1%
53.Career services helped connect me to opportunities.	0	0.0%	1	3.7%	5	18.5%	10	37.0%	11	40.7%
<b>Academic &amp; Student Support Services</b>										
56.Academic advising helped me make informed decisions.	1	3.7%	4	14.8%	2	7.4%	8	29.6%	12	44.4%
57.Library and learning resources supported my academic success.	2	7.4%	2	7.4%	6	22.2%	8	29.6%	9	33.3%
58.Tutoring or academic support services improved my performance.	1	3.7%	3	11.1%	6	22.2%	8	29.6%	9	33.3%
59.Career services prepared me for employment or graduate school.	0	0.0%	1	3.7%	8	29.6%	8	29.6%	10	37.0%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	0	0.0%	5	18.5%	5	18.5%	8	29.6%	9	33.3%
<b>Instructional Modalities, Technology &amp; Access</b>										
61.Courses offered in different instructional modalities supported my learning needs.	0	0.0%	1	3.7%	6	22.2%	10	37.0%	10	37.0%
62.Technology used in my courses enhanced my overall learning experience.	0	0.0%	0	0.0%	6	22.2%	10	37.0%	11	40.7%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	0	0.0%	1	3.7%	3	11.1%	14	51.9%	9	33.3%
<b>Campus Facilities &amp; Learning Environment</b>										
64.Classroom and lab spaces were conducive to learning.	0	0.0%	1	3.7%	5	18.5%	12	44.4%	9	33.3%
65.Campus buildings and grounds were well-maintained.	1	3.7%	1	3.7%	6	22.2%	11	40.7%	8	29.6%
66.Campus Wi-Fi and technology resources were reliable.	0	0.0%	3	11.1%	5	18.5%	11	40.7%	8	29.6%
67.Safety and security measures made me feel comfortable on campus.	0	0.0%	3	11.1%	2	7.4%	13	48.1%	9	33.3%
68.Recreational and wellness facilities supported student engagement.	0	0.0%	1	3.7%	5	18.5%	9	33.3%	12	44.4%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Overall Satisfaction &amp; Institutional Climate</b>										
70.I am satisfied with the overall quality of my education.	0	0.0%	1	3.7%	2	7.4%	14	51.9%	10	37.0%
71.Faculty and staff treated me with respect and professionalism.	0	0.0%	2	7.4%	3	11.1%	14	51.9%	8	29.6%
72.The university provided an inclusive and supportive environment.	0	0.0%	0	0.0%	4	14.8%	12	44.4%	11	40.7%
73.Campus communication kept me informed of important deadlines and events.	1	3.7%	1	3.7%	5	18.5%	9	33.3%	11	40.7%
74.I would recommend this university to others.	0	0.0%	0	0.0%	5	18.5%	13	48.1%	9	33.3%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>College of Nursing and Allied Health</b>										
<b>Graduate</b>										
<b>Course Design, Learning Outcomes &amp; Instruction</b>										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	0	0.0%	1	12.5%	2	25.0%	5	62.5%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	0	0.0%	0	0.0%	2	25.0%	6	75.0%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	0	0.0%	0	0.0%	2	25.0%	6	75.0%
20.The instructor provided timely, constructive, and useful feedback.	0	0.0%	0	0.0%	0	0.0%	3	37.5%	5	62.5%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	0	0.0%	0	0.0%	3	37.5%	5	62.5%
<b>Student-Focused Teaching &amp; Learning Environment</b>										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	0	0.0%	0	0.0%	2	25.0%	6	75.0%
23.Faculty demonstrated a commitment to my academic success.	0	0.0%	0	0.0%	1	12.5%	2	25.0%	5	62.5%
24.I received constructive feedback that improved my learning.	0	0.0%	0	0.0%	2	25.0%	0	0.0%	6	75.0%
25.Instructional strategies supported different learning styles.	0	0.0%	0	0.0%	2	25.0%	1	12.5%	5	62.5%
<b>Academic Program Effectiveness</b>										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	0	0.0%	0	0.0%	2	25.0%	6	75.0%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	0	0.0%	0	0.0%	1	12.5%	7	87.5%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	0	0.0%	1	12.5%	0	0.0%	7	87.5%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	0	0.0%	1	12.5%	1	12.5%	6	75.0%
30.Program requirements were clear and consistently communicated.	0	0.0%	1	12.5%	0	0.0%	2	25.0%	5	62.5%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	0	0.0%	0	0.0%	3	37.5%	5	62.5%
32.My academic program prepared me for my next step (career or graduate study).	0	0.0%	0	0.0%	0	0.0%	2	25.0%	6	75.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Teaching, Research, Service &amp; Creative Scholarship</b>										
33. My program emphasized the importance of research and/or scholarly activity.	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	100.0%
34. Faculty integrated research, scholarship, or creative work into coursework.	0	0.0%	0	0.0%	1	12.5%	1	12.5%	6	75.0%
35. I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	0	0.0%	0	0.0%	1	12.5%	7	87.5%
36. I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	0	0.0%	0	0.0%	1	12.5%	7	87.5%
<b>Institutional &amp; General Education Learning Outcomes</b>										
37. My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	0	0.0%	2	25.0%	6	75.0%
38. I can communicate effectively with diverse audiences.	0	0.0%	0	0.0%	1	12.5%	1	12.5%	6	75.0%
39. I gained appreciation for cultural and global perspectives.	0	0.0%	1	12.5%	0	0.0%	0	0.0%	7	87.5%
40. I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	1	12.5%	1	12.5%	6	75.0%
41. I understand ethical and responsible behavior.	0	0.0%	0	0.0%	1	12.5%	1	12.5%	6	75.0%
42. I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	1	12.5%	0	0.0%	7	87.5%
<b>Diversity, Equity, Inclusion &amp; Belonging</b>										
43. The campus environment respects and values diversity.	1	12.5%	0	0.0%	0	0.0%	1	12.5%	6	75.0%
44. Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	0	0.0%	1	12.5%	0	0.0%	1	12.5%	6	75.0%
45. I felt a sense of belonging and inclusion at Southern University.	1	12.5%	0	0.0%	0	0.0%	1	12.5%	6	75.0%
<b>Global Leadership, Career Preparation &amp; Workforce Readiness</b>										
46. My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	0	0.0%	0	0.0%	2	25.0%	6	75.0%
47. I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	0	0.0%	0	0.0%	2	25.0%	6	75.0%
48. The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	0	0.0%	0	0.0%	2	25.0%	6	75.0%
49. I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	0	0.0%	1	12.5%	1	12.5%	6	75.0%
50. I feel prepared to transition successfully into a career or advanced study.	0	0.0%	0	0.0%	0	0.0%	2	25.0%	6	75.0%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Post-Graduation Plans &amp; Career Readiness</b>										
51.My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	0	0.0%	2	25.0%	6	75.0%
52.I feel confident competing in my chosen career field.	0	0.0%	0	0.0%	0	0.0%	2	25.0%	6	75.0%
53.Career services helped connect me to opportunities.	0	0.0%	2	25.0%	2	25.0%	0	0.0%	4	50.0%
<b>Academic &amp; Student Support Services</b>										
56.Academic advising helped me make informed decisions.	0	0.0%	0	0.0%	0	0.0%	3	37.5%	5	62.5%
57.Library and learning resources supported my academic success.	0	0.0%	0	0.0%	1	12.5%	1	12.5%	6	75.0%
58.Tutoring or academic support services improved my performance.	0	0.0%	0	0.0%	3	37.5%	0	0.0%	5	62.5%
59.Career services prepared me for employment or graduate school.	0	0.0%	1	12.5%	3	37.5%	0	0.0%	4	50.0%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	0	0.0%	0	0.0%	3	37.5%	0	0.0%	5	62.5%
<b>Instructional Modalities, Technology &amp; Access</b>										
61.Courses offered in different instructional modalities supported my learning needs.	0	0.0%	0	0.0%	1	12.5%	2	25.0%	5	62.5%
62.Technology used in my courses enhanced my overall learning experience.	0	0.0%	0	0.0%	0	0.0%	2	25.0%	6	75.0%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	0	0.0%	0	0.0%	1	12.5%	2	25.0%	5	62.5%
<b>Campus Facilities &amp; Learning Environment</b>										
64.Classroom and lab spaces were conducive to learning.	0	0.0%	0	0.0%	2	25.0%	2	25.0%	4	50.0%
65.Campus buildings and grounds were well-maintained.	0	0.0%	1	12.5%	1	12.5%	1	12.5%	5	62.5%
66.Campus Wi-Fi and technology resources were reliable.	0	0.0%	1	12.5%	0	0.0%	2	25.0%	5	62.5%
67.Safety and security measures made me feel comfortable on campus.	0	0.0%	1	12.5%	2	25.0%	0	0.0%	5	62.5%
68.Recreational and wellness facilities supported student engagement.	0	0.0%	0	0.0%	2	25.0%	1	12.5%	5	62.5%

## Graduating Student Exit Survey: Fall 2025

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Overall Satisfaction &amp; Institutional Climate</b>										
70.I am satisfied with the overall quality of my education.	0	0.0%	0	0.0%	0	0.0%	3	37.5%	5	62.5%
71.Faculty and staff treated me with respect and professionalism.	0	0.0%	0	0.0%	0	0.0%	2	25.0%	6	75.0%
72.The university provided an inclusive and supportive environment.	0	0.0%	1	12.5%	0	0.0%	1	12.5%	6	75.0%
73.Campus communication kept me informed of important deadlines and events.	1	12.5%	0	0.0%	0	0.0%	2	25.0%	5	62.5%
74.I would recommend this university to others.	0	0.0%	0	0.0%	1	12.5%	2	25.0%	5	62.5%

## Graduating Students Exit Survey: Fall 2025

### List of Employers

<b>Employer</b>	<b>Location</b>
ABC Therapeutics, LLC.	Louisiana - Baton Rouge
Academy Sports and outdoors	Louisiana - Baton Rouge
Acme Oyster House	Louisiana - Baton Rouge
Advantage Charter Academy	Louisiana - Baton Rouge
Ag Management & Business Consulting	Texas
Airport	Georgia
Albertsons	Louisiana - Baton Rouge
Alcorn State University	Mississippi
Alexandrea McDaniel	Louisiana - Baton Rouge
All Kare Alternatives, Inc	Louisiana - Baton Rouge
Allegion's Home Health	Louisiana - Baton Rouge
Allen parish school board	Oberlin
Alliant Insurance Services	Louisiana
Amanda Chapoton, LPC	Louisiana - Baton Rouge
Amazon	Louisiana - Baton Rouge
AMEC	Louisiana - Baton Rouge
American Safety	Louisiana - Baton Rouge
Ann Scoggin	Texas - Beaumont
Apollo Behavior Health Hospital	Louisiana - Baton Rouge
Apparition Logistics	California
Appletree Storage	Louisiana - Baton Rouge
Aptim	Louisiana - Baton Rouge
Aramark	Louisiana - Baton Rouge
Arkansas Crime Lab	Arkansas
Army	Louisiana - Baton Rouge
Ascension DePaul Community Health Centers	New Orleans
Asm Global	California - Los Angeles
Asmr - Accenture Federal Systems, Inc	Remote
Assessor Office	Louisiana - Baton Rouge
At&T	Louisiana - New Orleans
Auburn University	Alabama
Autozone	Louisiana - New Orleans
B1bank	Louisiana - New Orleans
Baby's First Years	New Orleans
Baker City Court	Louisiana - Baker
Baker commodities	Louisiana - Baker
Ballard brands	Louisiana - Mandeville
Bank Of America	North Carolina
Baseball	Louisiana - Baton Rouge
Baton Rouge Children Advocacy	Louisiana - Baton Rouge
Baton Rouge City Court	Louisiana - Baton Rouge
Baton Rouge Community College	Louisiana - Baton Rouge
Baton Rouge Country Club	Louisiana - Baton Rouge
Baton Rouge General	Louisiana - Baton Rouge

## Graduating Students Exit Survey: Fall 2025

### List of Employers

Baton Rouge General Hospital	Louisiana - Baton Rouge
Baton Rouge Police Department	Louisiana - Baton Rouge
Baton Rouge Recreational Park Commission	Louisiana - Baton Rouge
bcbsla	Louisiana - Baton Rouge
Behavioral Intervention Group	Louisiana - Baton Rouge
Belaire Magnet High School	Louisiana - Baton Rouge
Belk	Louisiana - Denham Springs
Bennys	Louisiana - Baton Rouge
BIG Lots	Louisiana - Baton Rouge
Big Buddy	Louisiana - Baton Rouge
Biynah Digital	Texas
Blue Cross Blue Shield	Louisiana - Baton Rouge
Blue Cross Blue Shield Of Louisiana	Louisiana - Baton Rouge
Boeing	Virginia - Arlington
Boil & Roux	Louisiana - Baton Rouge
Borgess Hospital	Michigan
BR Proud	Louisiana - Baton Rouge
Brandy Polito	Louisiana - Baton Rouge
Braun Research	New Jersey
BRBH	Louisiana - Baton Rouge
Brctc	Louisiana - Baton Rouge
BREC	Louisiana - Baton Rouge
BRG	Louisiana - Baton Rouge
BROC	Louisiana - Baton Rouge
Building Blocks	Louisiana - Hammond
Building Futures	Louisiana - Monroe
BurgerIM Baton Rouge, Louisiana State University	Louisiana - Baton Rouge
Burns and McDonnell	Louisiana - Baton Rouge
Butterfly Effects	New Orleans
Butterfly Effects Llc	Louisiana - Baton Rouge
Cadence of Acadiana	Louisiana - Baton Rouge
Cafe	Louisiana - Baton Rouge
California SLPA	California
Campus Crossings On Brightside	Louisiana - Baton Rouge
Capital Oaks	Louisiana - Baton Rouge
Capitol City Produce	Louisiana - Baton Rouge
CARD	Louisiana - Baton Rouge
Care One Health LLC	Louisiana - Baton Rouge
Carpenter Health Network	Louisiana - Baton Rouge
Catholic Charities	Louisiana - Baton Rouge
Center for Autism and Related Disorders	Texas - Austin
Centerville High School	Louisiana - Baton Rouge
Central High School	Louisiana - Baton Rouge
Charter Schools USA	Florida - Lauderdale
Chevron	Louisiana - Baton Rouge

## Graduating Students Exit Survey: Fall 2025

### List of Employers

Chick Fil A	Louisiana
CIA	Washington DC
Circle K Inc.	Louisiana - Baton Rouge
City Gear	Baker
City Of Alexandria	Louisiana - Alexandria
City of Atlanta	Georgia
City Of Baton Rouge	Louisiana - Baton Rouge
City Of New Iberia Police Department	Louisiana - New Iberia
City of New Orleans	New Orleans
City of South Fulton	Louisiana
City Parish Government	Louisiana - Baton Rouge
City Year	Louisiana - Baton Rouge
Clarity Hospice	Louisiana - Baton Rouge
Coca Cola Bottling Company	Louisiana - Baton Rouge
Cockerham & Associates	Illinois - Chicago
CoCa Cola	Louisiana - Baton Rouge
Collegiate Academies	New Orleans
Compelling Therapy Services	Texas
Costco Wholesale	Louisiana - Baton Rouge
Creative Steps	Louisiana - Baton Rouge
Credit Union	Louisiana - Baton Rouge
Crowdstrike	Texas - Austin
Crumbl Cookie	Louisiana - Baton Rouge
Csal Elementary	Louisiana - Baton Rouge
CVS	Louisiana - Baton Rouge
DAH URGENT	Louisiana - Baton Rouge
Dallas College	Texas
Darla at We Care Homes Inc	Louisiana - Baton Rouge
DCFS	Louisiana - Baton Rouge
DCI Inc	Minnesota - St Cloud
Deaflead	Missouri - Columbia
Dekalb County Schools	Georgia - Dekalb County
Delgado University & East Jefferson Hospital	New Orleans
Delta Bank	Louisiana - Baton Rouge
Department Of Children & Family Services	Louisiana - Baton Rouge
Department Of Corrections	Louisiana - Vacherie
Department of Natural Resources	Wisconsin
Department of Public Safety	Louisiana - Baton Rouge
Department of Revenue	Louisiana - Baton Rouge
DePaul	Illinois - Chicago
Dimensions developments (Marriott hotel)	Louisiana - Natchitoches
District Attorney Office	Louisiana - Baton Rouge
Dixon Correctional Institution	Jackson
Door Dash	Louisiana - Baton Rouge
Dow Chemical	Michigan

## Graduating Students Exit Survey: Fall 2025

### List of Employers

Dufour Law Firm	Louisiana - Baton Rouge
DXC Technology	New Orleans
East Baton Rouge Parish School System	Louisiana - Baton Rouge
East Baton Rouge School System	Louisiana - Baton Rouge
East Baton Rouge Sheriff	Louisiana - Baton Rouge
East Baton Rouge Sheriff's Office	Louisiana - Baton Rouge
East Jefferson General Hospital	Louisiana - Meterie
Eastern Louisiana Mental Health Hospital	Louisiana - Jackson
Eastern Louisiana Mental Health System	Louisiana - Jackson
Ebr school district	Louisiana - Baton Rouge
EBR School System	Louisiana - Baton Rouge
EBRSO	Louisiana - Baton Rouge
Eckered Connects	Louisiana - Lafayette
Elevate Services Inc.	California - Los Angeles
Elliott Security	Louisiana - Harvey
Emory University Hospital	Atlanta
EmployBR	Louisiana - Baton Rouge
EMT student in New Jersey	New Jersey - Trenton
Entergy	Louisiana - Baton Rouge
Enterprise	Louisiana - Baton Rouge
Environmental Consultants	California - San Diego
ESS	Louisiana - Baton Rouge
European Wax center	Louisiana
Exceptional Client	Shreveport
Exxonmobil	Texas
Faircloth Melton Sobel & Bash Llc	Louisiana - Baton Rouge
Fairfax County Public Schools	Virginia
Family Wellness and Healthcare of Louisiana	Denham Springs
Fedex Ground	Louisiana - Baton Rouge
First Student	Louisiana - Baton Rouge
Five Guys	Louisiana - Baton Rouge
Florida Schools	Florida
FMOLHS- Our Lady of the Angels	Bogalusa
Forest Manor	Louisiana - Covington
Franciscan Missionaries of Our Lady Health System	Louisiana - Baton Rouge
Francois Bend	Louisiana - Gonzales
Freedom Life Services	Louisiana - Baton Rouge
Freight harbor	Louisiana - Baton Rouge
Fresenius	Louisiana - Baton Rouge
Frock Candy (boutique)	Louisiana - Baton Rouge
Fugro Engineering Consultant & Usg	Maryland
Full Time Nanny	Louisiana - Baton Rouge
G E O prep	Louisiana - Baton Rouge
Gap	Louisiana - Baton Rouge
GEC	Louisiana - Baton Rouge

## Graduating Students Exit Survey: Fall 2025

### List of Employers

Geek Squad	Louisiana - Baton Rouge
Generation alpha	Texas
Geo Prep Mid-City	Louisiana - Baton Rouge
Gibson Investigation Agency, LLC	South Carolina - Columbia
Glenn Brown Iii	Louisiana - Baton Rouge
Gold Standard Services	Georgia
Grace therapy center	Louisiana -Prairieville
Gracefully Purposed Counseling and Consulting, LLC	Louisiana - Baton Rouge
Guardian Angels Independent Living Services	Louisiana - Baton Rouge
Gulf Coast Social Services	Louisiana - Baton Rouge
Gulf South Hospital Medicine	Louisiana - covington
Hall Davis	Louisiana - Baton Rouge
Hamilton Telecommunications	Louisiana - Baton Rouge
Hancock Whitney	Louisiana - Zachary
Hawkeye-Innovations	Georgia
HCA Healthcare	Texas
Healthcare Highways	Texas
Heaven’S Blessings	Louisiana - Natchitoches
Helix Community Schools	Louisiana - Baton Rouge
Helouin’s	Louisiana - Baton Rouge
Hensel Phelps	Colorado
Hershey Company	Pennsylvania - Hershey
High school Teacher	North Carolina
HISD	Texas
HNTB	Michigan
Hollister	Louisiana - Baton Rouge
Home Depot	Louisiana - Unknown
Honeywell	Missouri
Hooters	Louisiana - Baton Rouge
Hospital	Louisiana - New Orleans
HR Solutions	Louisiana - Baton Rouge
Hubbell	Louisiana - Unknown
Hyatt Corporation	Louisiana - Baton Rouge
Hyatt Place Baton Rouge I-10	Louisiana - Baton Rouge
Hyundai	Louisiana - Baton Rouge
I5 Tech Solutions	Texas
Iberville Public School Board	Louisiana - Plaquemine LA
ICare	Louisiana - Baton Rouge
Idk	Louisiana - Baton Rouge
Ihg resorts	District of Columbia
Ilera Holistic Healthcare	Louisiana - Baton Rouge
Innovative Emergency Management	North Carolina
Inspire Charter Academy	Louisiana - Baton Rouge
Intralox	Louisiana - Harahan
Invest in Louisiana	Louisiana - Baton Rouge

## Graduating Students Exit Survey: Fall 2025

### List of Employers

Iris Domestic Violence Shelter	Louisiana - Baton Rouge
Jefferson Rise Charter School	Louisiana - Unknown
Jefferson Terrace Academy	Louisiana - Baton Rouge
Judd	Louisiana - Baton Rouge
Kelli Stewart, L.E.A.D. Center For Youth	Georgia
Kelly Connect	Louisiana - Baton Rouge
Kelly Education	Louisiana - Baton Rouge
Kenilworth Science And Technology Charter School	Louisiana - Baton Rouge
Kids orchestra	Louisiana - Baton Rouge
Kipp Schools	Georgia
LA Dept of Justice	Louisiana - Baton Rouge
Lackland Air Force Base	Texas
Lane Memorial Hospital	Louisiana - Baton Rouge
Lane Regional	Louisiana - Baton Rouge
Lane Regional Medical Center	Louisiana - Baton Rouge
Lanr Rehab Center	Louisiana - Unknown
L'Auberge Casino	Louisiana - Baton Rouge
Law office of Venese Morgan	Law office of Venese Morgan
LCMC Health	Louisiana - Unknown
Legette Construction, Inc.	Louisiana - Westwego
LHC	Louisiana - Baton Rouge
LifeGift	Texas - Houston
Living Learning Center, Subr	Louisiana - Baton Rouge
LLC Cloud	Louisiana - Baton Rouge
Lockheed Martin	Florida
Lockheed Martin Or Chevron	Texas
Los Angeles Unified School District	California
Louisiana Citizens Property Insurance Corporation	Louisiana - New Orleans
Louisiana Commission on Law Enforcement	Louisiana - Baton Rouge
Louisiana Correctional Institute For Women	Louisiana - Baton Rouge
Louisiana Department of Justice	Louisiana - Baton Rouge
Louisiana House Of Representatives	Louisiana - Baton Rouge
Louisiana Key Academy	Louisiana - Baton Rouge
Louisiana lottery corporation	Louisiana - Baton Rouge
Louisiana Office Of Public Health	Louisiana - Baton Rouge
Louisiana State University	Louisiana - Baton Rouge
Louisiana State University LSU	Louisiana - Baton Rouge
Love Kayun	Louisiana - Baton Rouge
LPCA	Louisiana - Baton Rouge
M & M Vinyl And More	Louisiana - Baton Rouge
Marriott	Louisiana - Baton Rouge
Maxsoft Inc	Texas
MD Anderson Cancer Center	Texas
Mercy Autism Center	Louisiana - Baton Rouge
Mercy Center	Louisiana - Baton Rouge

## Graduating Students Exit Survey: Fall 2025

### List of Employers

Methodist South	Tennessee - Memphis
Metromorphosis	Louisiana - Baton Rouge
Metropolitan Human Services District	Louisiana - New Orleans
Michigan Department Of Transportation	Michigan
Michigan State University	Michigan
Mike Hooks Llc	Louisiana - Unknown
Miracle Health Agency	Ohio
Moreau Physical Therapy	Louisiana - Baton Rouge
Mosaic Chemical Company	Uncle Sam
Mtx Group	Texas
Murphys USA	Louisiana - Baton Rouge
na	DC
Naosem Or Target	Maryland
National Heritage Academies	Michigan - Grand Rapids
National Renewable Energy Laboratory	Colorado
Neighbors Federal Credit Union	Louisiana - Baton Rouge
News Station	Louisiana - Shreveport
NHA	Louisiana - Baton Rouge
Norfolk Naval Shipyard	Virginia - Portsmouth
Norfolk Ship Yard In Va	Portsmouth, Va
North Oaks Medical Center	Louisiana - Hammond
Northrop Grumman	California
Northwestern mutual	Louisiana - Baton Rouge
Not sure at the moment	not sure.
Nucor Steel Louisiana	Louisiana - St. James
Nursing	Louisiana - Baton Rouge
NYAP	Louisiana - Baton Rouge
Oceans Behavioral Hospital	Louisiana - Baton Rouge
Ochsner	New Orleans
Ochsner Clinic Foundation	Louisiana - Baton Rouge
Ochsner Health	Louisiana - Baton Rouge
Ochsner Health Center	Louisiana - Slidell
Ochsner Medical Center	Louisiana - Baton Rouge
Ochsner St. Mary	Louisiana - Morgan City
Office Of Communications	Louisiana - Baton Rouge
Office Of Community Development	Louisiana - Baton Rouge
Office of Juvenile Justice	Louisiana - Baton Rouge
Old navy	Louisiana - Baton Rouge
OLOL	Louisiana - Baton Rouge
Opelousas General Health System	Louisiana - Opelousas
Opelousas Park and Recreation	Louisiana - Opelousas
Oracle Corporation	Louisiana - Baton Rouge
Origin Hubs	North Carolina
Oschner	Louisiana - Baton Rouge
Our Lady of the Hospital	Louisiana - Baton Rouge

## Graduating Students Exit Survey: Fall 2025

### List of Employers

Our Lady of the Lake	Louisiana - Baton Rouge
Our Lady of the Lake Children's	Louisiana - Baton Rouge
Our Lady of the Lake Hearing and Balance Center	Louisiana - Baton Rouge
Our Lady of the Lake Hospital	Louisiana - Baton Rouge
Our Lady of the Lake Regional Medical Center	Louisiana - Baton Rouge
Overton Brooks Va Medical Center	Louisiana - Shreveport
Pacific Maritime Association	California
Paisley Family Medical Center	Louisiana - New Orleans
Park Forest Elementary	Louisiana - Baton Rouge
Parkland Health	Texas - Dallas
Pasha Group	<b>California - San Rafael</b>
PAT GREEN AND ASSOCIATES	Natchez, MS
Patient Compensation Fund	Louisiana - Baton Rouge
Pelican State Credit Union	Louisiana - Baton Rouge
Petsmart	Louisiana - Baton Rouge
Petwell Clinic	Louisiana - Baton Rouge
Piedmont hospital	Georgia - Atlanta
Pierre Care Services	Louisiana - Baton Rouge
Plaquemine High School	Louisiana - Plaquemine LA
Plucker'S Wing Bar	Louisiana - Baton Rouge
	Louisiana - Pointe Coupee Parish
Pointe coupe	
Police Department	California
Pond co.	New Orleans
Possible Missions	Texas - Houston
Procter and Gamble	Louisiana - Pineville
Procter and Gamble	Ohio
Progressive PHP	Zachary, LA
Progressive Php Of Seaside	Louisiana - Unknown
Queen Baton Rouge	Louisiana - Baton Rouge
Racetrac	Amite
Raising Canes	Louisiana - Baton Rouge
Rapides Parish	Louisiana - Alexandria
Raytheon Technologies	Virginia
Recovery innovations LLC	Louisiana - Baton Rouge
Red Stick Pediatrics	Louisiana - Baton Rouge
Redmont Distillery	Alabama
Retired Navy Veteran	Louisiana - Baton Rouge
Retirement Home	Louisiana - Baton Rouge
Rouses Supermarket	Louisiana - Baton Rouge
Ryan Greene	California
Sam's Club	Louisiana - Baton Rouge
School Slp	Texas
School System	Louisiana - Baton Rouge

## Graduating Students Exit Survey: Fall 2025

### List of Employers

Scion Group Leasing	Louisiana - Baton Rouge
Sentier Llc	Texas
Sevita	Louisiana - Baton Rouge
Shell	Louisiana - Baton Rouge
Sherwin Williams	Louisiana - Baton Rouge
Signify Health	Louisiana - Baton Rouge
Sira	Texas
Snipes	Louisiana - Alexandria
Social Security Administration	Louisiana - Baton Rouge
Soma	Louisiana - Baton Rouge
Southeastern Louisiana University	louisiana - hammond
Southern	Louisiana - Baton Rouge
Southern University	Louisiana - Baton Rouge
Southern University A&M And College	Louisiana - Baton Rouge
Southern University Ag Center	Louisiana - Baton Rouge
Southern University and A&M College	Louisiana - Baton Rouge
Southern University Barbershop	Louisiana - Baton Rouge
Southern University baton Rouge	Louisiana - Baton Rouge
Southern University Law Center	Louisiana - Baton Rouge
Speak Speech	Texas
Specialty Clinic	Louisiana - Baton Rouge
Spectrum	Texas - dallas
St Landry Parish Sheriff Department	Louisiana
St. Clare Manor	Louisiana - Baton Rouge
St. Helena Parish School District	Louisiana - Unknown
St. Helena School Board	Louisiana - Greensburg
St. Landry Parish School Board	Louisiana - Opelousas
St. Martin Parish Sheriff's Office	Louisiana - Saint Martinville
St. Tammany Parish Hospital	Louisiana - Covington
Starbucks	Louisiana - Baton Rouge
Start Corp, llc	Louisiana - Baton Rouge
State Farm	Louisiana - Baton Rouge
State Library of Louisiana	Louisiana - Baton Rouge
State Of Louisiana	Louisiana - Baton Rouge
State of Louisiana - DCFS	Louisiana - Baton Rouge
State of Louisiana - Governor's Office of Financial Institutions	Louisiana - Baton Rouge
State of Louisiana- Louisiana Workforce Commission	Louisiana - Baton Rouge
State of Louisiana Youth Challenge Program	Carville
State Of Missouri Children's Division	Missouri - St. Louis
Stepping Stones	Louisiana - New Orleans
Stepping Stones Group	Louisiana - New Orleans
Sullivan'S Steakhouse	Louisiana - Baton Rouge
Summit Elementary	Missouri - Summit
Sun Behavioral	Houston, TX
Taco Bell	Louisiana - Baton Rouge

## Graduating Students Exit Survey: Fall 2025

### List of Employers

Target	Louisiana - Baton Rouge
Target optical	Louisiana - Baton Rouge
Teachers For Ascension (Taa)	Louisiana - Unknown
Techlogyx Inc	Delaware
Tecsup, LLC	Texas
Ted Soileau, CPA, LLC	Louisiana - Baton Rouge
Teem Hospitality Group LLC	Louisiana - Baton Rouge
TEI	Washington DC
Terrebonne Parish District Attorney Office	Houma, LA
Texaco	Louisiana - Baton Rouge
Texas Children's Hospital	Texas - Houston
Texas DPS	Texas - Austin
The Baton Rouge Clinic	Louisiana - Baton Rouge
The Baton Rouge General	Louisiana - Baton Rouge
The Boeing Company	South Carolina
The Center For Children & Families	Louisiana - Crowley
The Center for Children and Families	Crowley
The Chimes	Louisiana - Baton Rouge
The emerge center	Louisiana - Baton Rouge
The Grove Recovery Center	Louisiana - Sorrento
The Home Depot	Louisiana - Baton Rouge
The Women'S Hospital Of Texas	Texas
Thrive Academy	Louisiana - Baton Rouge
T-Mobile USA	Louisiana - Baton Rouge
Top Golf	Louisiana - Baton Rouge
Tower Loan	Louisiana - Baton Rouge
Towneplace Suites Marriott BTR/Port Allen	Louisiana
Tractor Supply Co.	Louisiana - Baton Rouge
Trader Joes	Louisiana - Baton Rouge
Tryittech Llv	Texas
Turner Construction	Louisiana - Baton Rouge
TWG	Louisiana - Baton Rouge
Tyler and Possa, APLC	Louisiana - Baton Rouge
Tyler Perry Studios	Atlanta
U.S. Forest Service	DC
U.S. Postal Service	Florida
Uber	Lafayette
UK	Louisiana - Baton Rouge
UME Preparatory Academy	Texas
Undecided	Louisiana - Unknown
United HealthCare	Louisiana - Baton Rouge
United States Department of Agriculture Natural Resource Conservation Service	Louisiana
United States Marine Corps	Virginia
United States Marine Corps - Retired	North Carolina
United Way of Southeast Louisiana	Louisiana - Unknown

## Graduating Students Exit Survey: Fall 2025

### List of Employers

University Medical Center	Louisiana - New Orleans
University View Academy	Louisiana - Baton Rouge
UPS	Louisiana - Baton Rouge
Urban Forestry Program at SU	Louisiana - Baton Rouge
US government	Louisiana - Unknown
USDA Forest Services	Louisiana - Baton Rouge
Usda National Finance Center	Louisiana - New Orleans
USDA Natural Resources Conservation Service	Louisiana - Baton Rouge
Veterans administration	Louisiana - Baton Rouge
Villa Feliciana Medical Complex	Louisiana - Jackson
Village Medical	Texas
Volunteers of America	Louisiana - Unknown
Waffle House	Louisiana
Walgreens	Louisiana - Baton Rouge
Walmart	Louisiana - Baton Rouge
Walmart And Work Study	Louisiana - Baton Rouge
Walmart Supercenter	Louisiana - Baton Rouge
Walters Thomas Cullens	Louisiana - Baton Rouge
WBRZ	Louisiana - Baton Rouge
Wellbridge Healthcare	Texas
Wells Fargo	North Carolina
West Baton Rouge Parish School Board	Louisiana - Baton Rouge
West Baton Rouge Parish Schools	Louisiana - Addis
West Baton Rouge Schools	Louisiana - Baton Rouge
West Jefferson Medical Center	Louisiana - New Orleans
Weyerhaeuser	Louisiana - Holden
Whitewater Express	Louisiana - Baton Rouge
Who ever gives me a job	Louisiana - Baton Rouge
Woman's Hospital	Louisiana - Baton Rouge
Womans Hospital	Louisiana - Baton Rouge
Woman's Hospital	Louisiana - Baton Rouge
Youth Villages	Louisiana - Baton Rouge
Zen Jus	Louisiana - Zachary

## Graduating Students Exit Survey: Fall 2025

### Question 53: What improvements would you recommend for campus facilities or the learning environment?

- Added new smart boards in each classroom in TT Allain and new chairs in classrooms.
- Adequate meeting spaces to reserve for graduate school students in the evenings.
- Adjust temperature in building in accordance to weather, and give every department in Higgins the same enhancements, not just the third floor.
- AI training for the college of business
- An area of opportunity for the program to offer more professors for each class. All professors are not welcoming and a good fit.
- As an online student at SUBR, I appreciated the learning environment and would encourage continued investment in reliable online platforms, timely technical support, and clear, consistent communication to further enhance the virtual learning experience.
- At this time, I do not have any specific recommendations regarding campus facilities or the learning environment.
- Being more inclusive with student orgs other than D9
- Better access to information & better facilities
- Better and more student parking, and a new meat plant
- Better bathrooms for engineering bathrooms
- Better building, more compassionate workers
- Better classrooms, labs, buildings and stronger WIFI.
- better communication
- Better communication between faculty & staff  
Better organization of events/assignments
- Better customer support
- Better facilities for women athletics, equal publicity for men and women sports.
- Better facility management. A more efficient way to communicate cafe change of schedule times.
- Better guidance, Classroom updates
- Better internet for sure.
- Better library
- better parking
- better staff that is clearly trying to go above and beyond to ensure your academic success because the ones that are here do not care.
- Better student housing
- Better WIFI
- Better Wi-Fi and ac
- better Wi-Fi and more parking
- Better Wi-Fi in the nursing building, clean bathrooms in every building
- Bring in professionals to advocate for the field.
- Bring more business-related companies for career fairs.
- Caring professors, better classrooms, better technology, more tutors
- Cashiers & Registrars actually answering the phone.
- Clean them up
- Clear introduction for freshman
- Communicate better

## Graduating Students Exit Survey: Fall 2025

- Creating more flexible, modern learning environments and increasing access to resources would better support student engagement and academic success.
- Daily Maintenance  
Improvement of wi-fi within buildings
- Easier access to advisors and easier method of tuition payment
- Encourage administrative development and sustainable practices by ensuring all employees receive proper training upon hire and ongoing, role-specific professional development. Establish clear and concise protocols and procedures for faculty and staff to ensure they effectively support students, colleagues, and properly deliver the services they are hired to oversee and manage. Expand charging stations in common areas of each building, increase green spaces and outdoor learning areas to promote well-being, and strengthen recycling and sustainability initiatives with visible leadership involvement. Modernize learning spaces with reliable technology, including updated projectors, microphones, and smart boards, and provide hybrid-friendly classrooms that support recording, livestreaming, and flexibility in attendance.

Create departmental feedback committees composed of students, faculty, and staff that observe one to two classes or official meetings annually to provide constructive feedback. This approach will help ensure effective teaching, efficient operations, and a supportive learning and working environment for both students and employees.

- Everything
- Everything is perfect
- everything was pretty good to me personally
- Everything. Especially Wi-fi
- Faster responses
- Financial aid
- Financial aid office
- fix Wi-Fi issues, fix plumbing, fix A/C issues, invest money into bigger classrooms and desks
- Have more support for tutoring (even online not just in person) especially for those higher-level classes, and if it's is not possible have departments for study groups or strongly encourage study groups. Second, have professors of every department inform the students about internships, funding a scholarship, fellowship, co-op, grants, and any other funding opportunities of any sort. Third, there should be GRE preparedness courses or at least mock test to help prepare students who are interested in graduate studies of institutions that may require the test. Finally, have the library be updated to the latest information regarding books and searches. The searches in the library website were outdated or not existent.
- Having better Wi-Fi so students are able to conduct work efficiently
- Having more computers that work to print out papers
- Having staff actually care about the wellbeing of students who pay SO much money to come to this school.
- Heater in classes.
- Hire more competent professors and staff to be able to facilitate a better education experience for both undergraduate and graduate programs. Hiring incompetent people has worsened my experience at southern as people do not want to do their jobs, and continuously get away with having nasty attitudes because the people that are hired are based on relationships to other higher ups versus actual qualifications. There are a few people on campus like Miss Lauri Patterson, who actually care about the students and their well-being who've made a lasting

## Graduating Students Exit Survey: Fall 2025

impact. I hope that the university will put more staff and professors in place similar to her to give student students the best opportunity at success.

- Hold monthly mental health awareness workshops, stress management seminars, and campus campaigns that urge students to get help early.
- Hold more online courses!
- I don't have any recommendation.
- I feel like we need upgraded technology as well as better insulated buildings for when it's cold
- I recommend more on hand learning for more advanced majors.
- I recommend routine maintenance and rehabilitation of some of the buildings
- I recommend that my department of Therapeutic Recreation & Leisure Studies get more than just two classrooms in the Nursing building we have multiple students and its almost 30 of us trying to cram all into one to two classrooms.
- I was an online student so I didn't have the pleasure of going to school on campus. After visiting the campus, it was very confusing to find certain buildings. More directions street signage is needed on campus.
- I wish the staff would be more understanding in certain situations. Also, organization and communication could also be improved.
- I would improve professor's consideration for the various other classes students have.
- I would improve that the communications are on time. Also, that the therapeutic recreation department get the recognition they deserve
- I would recommend improving parking availability and traffic flow to reduce daily stress for students and staff. Enhancing campus safety measures, such as better lighting, emergency call stations, and visible security patrols, would help students feel safer, especially at night. Additionally, renovating older campus facilities would create a more comfortable and modern learning environment by improving classrooms, technology, and building maintenance.
- I wouldn't change anything.
- I wouldn't change anything. Everyone did a great job with getting me through this process.
- Idk
- Improved security after threats made in fall
- Improved WiFi
- Improved IT services
- Improved system for obtaining a parking permit
- Installing some more AC in the building
- Just act like you care about us and our future more.
- just improve financial aid office. they never respond to emails or answer the phone when someone is in need.
- keeping the campus clean.
- Maintenance on air conditioning and heater when change of weather temperatures
- Make events to where students are able to interact with one another.
- Making it a requirement for freshman to join an organization because it can really help them in the long run with classes.
- More academic groups for online students
- More communication with students from online professors
- More dorms
- More housing, expand certain buildings
- More live virtual opportunities for online of courses.

## Graduating Students Exit Survey: Fall 2025

- More mental health resources.
- More modern facility with better wifi capabilities should be a top priority
- More on campus life parking, and more washers and dryers.
- More organization all around.
- More parking and more food options if I have 300 dollars in jag cash and I only can use it chi fil a and prime grill that scam in my eyes and with the parking if teachers and staff have a million parking spaces but student have like 3 design areas that hella far apart and far away from classes a parking garage and must needed
- More Professors that teaches more subjects.
- More real word integrates skills in learning
- More reliable WIFI and up to date facilities and equipment for student use.
- More student parking near their respective building
- More student parking, closer and easily accessible to facilities
- More technology
- More updated lab equipment. More tutoring resources for STEM!!!! For the career fairs reaching out to more companies and waving the fee for those companies to come and recruit so we can have more companies than seeing the same companies at every career fair.
- More wheelchair accessible
- Multiple learning styles that supports every student.
- No improvements
- No improvements honestly
- None
- None of the facilities were amazing when it came to my education.
- Not applicable
- Not sure
- Not switching printer services in the middle of the semester in the library.
- Nothing
- Nothing it was fine for me.
- One improvement I would recommend for campus facilities and learning environments is greater consistency in policies and expectations. When students are expected to follow certain rules or guidelines, it is important for the university to apply them consistently across all departments and situations. Being more mindful of how changes, communication, and enforcement affect students would help create a more fair, supportive, and structured learning environment. Consistency and mindfulness can build trust, reduce confusion, and help students feel more respected and supported on campus.
- Overall good
- Parking
- Parking and Tutoring
- Parking could be a bit more lenient
- Pick up more security around campus during heavy events to ensure the safety of each student and visitors. I know we cannot stop everything. But we can slow all the confusion down.
- Please update Stewart Hall there would be nothing without educators so the least we can do is put money into the School of Education. The dorms in the back need lots of work and needs to be updated to meet the needs of all students.
- Restrooms can be better maintained as well as stairways and classrooms.

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- Routine run through rice sure everything is up to standard and implementing frequent fixes to the things that are not working effectively.
- Safer environment
- School of Nursing classrooms were very cold in the winter.
- Some improvements for the campus would be a/c units in buildings. Also making buildings more up to date. The wifi needs improvement.
- Some of the buildings just needs updating.
- specifically the psychology department needs more resources for their students
- Spend money on things that matter, not glorilla.
- Strengthen security along the river.
- Stronger pipelines to internships, fellowships, and corporate partners  
More employer presence on campus beyond career fairs  
Resume reviews and mock interviews tied directly to industry expectations  
Faculty alignment with real-world applications, especially in business, STEM, and finance
- Stronger wifi for on campus facilities
- T. T. Allain needs to be updated soon.
- The campus needs better upkeep
- The communication amongst students and staff needs to improve.
- The integrity of your staff; professors, advisors, TAs, etc.—is lacking significantly.
- THE INTERNET, new desk
- There are no improvements that I would recommend.
- To have better people that work in financial aid that answer the phone
- To improve campus facilities and the overall learning environment, I would recommend greater investment in spaces that support student engagement, accessibility, and well-being.  
Modernized classrooms with reliable technology, flexible seating, and collaborative learning setups can enhance instruction and accommodate diverse learning styles.

Creating more dedicated study areas, quiet spaces, and student-friendly common areas would also improve the academic experience, especially for commuter students and those balancing work or family responsibilities. These spaces should be well-maintained, safe, and accessible during extended hours.

Additionally, consistent upkeep of facilities is essential. Prompt maintenance responses, clear signage, and well-lit buildings contribute to a more welcoming and supportive campus environment.

Finally, fostering a learning environment that promotes inclusivity and connection—through culturally affirming spaces, student resource centers, and visible support services—can help students feel valued and motivated. A campus that is both physically and academically supportive plays a critical role in student success and retention.

- TT ALLAIN, Seymour
- Unblock TikTok on the WiFi.
- Update the outdated buildings especially classrooms.
- Updated facilities
- Updated technology
- Updates

## Graduating Students Exit Survey: Fall 2025

- Updates to aging buildings to help modernize them and promote faster technology for easier convenience of students would be nice.
- Use air freshener or bleach in the men's bathroom. The smell walking past the door smells like ammonia. Cleaning classrooms more often due to the number of students in each class.
- We need better buildings that support our careers. Updated technology and more opportunities for every major.
- We need dorms to better the retention. Retention isn't down because of "partying" people simply can't afford to stay off campus.
- WiFi improvements.

## Graduating Students Exit Survey: Fall 2025

### Question 59: What aspects of your academic experience were most valuable?

- Access to tutoring, advising, and professors who were willing to help made a big difference in my success.
- Advisors like professor Patterson helping me.
- All of the them.
- Although my academic path was not linear, it was deeply formative. My early experience in biology was challenging due to a lack of structure and organization, which made it difficult to thrive in that environment. I later transitioned to the School of Education; however, administrative challenges at the time limited my ability to fully engage and progress as intended.

The most valuable aspect of my academic experience came when I was encouraged by Dr. Young to pursue Public Administration. That recommendation proved to be transformative. The Public Administration program provided clarity, structure, and practical application, allowing me to connect theory to real-world problem solving. Through this program, I developed strong skills in leadership, policy analysis, organizational management, and data-informed decision making.

Most importantly, these experiences taught me resilience, adaptability, and self-advocacy. Navigating different academic environments helped me better understand my learning style and professional goals, ultimately leading me to a field that aligned with both my strengths and passion for service.

- Attending Southern University Career Fair during the Fall and Spring semesters was most valuable during my academic experience .
- Being able to have fill access to my classmates.
- Being able to collaborate with my classmates
- Being able to come do case scenarios with classmates.
- Being able to consult with instructors.
- Being able to finally see the finish line.
- Being able to have an actual relationship with my professors in pinchback allowed me to be successful.
- Being able to learn from different teachers and having different perspectives about the business world.
- Being deeply involved in student organizations, especially founding and leading Women's Business Alliance, was more valuable than any single lecture.
- Civil Engineering
- Clinicals
- COMPA
- Completing Research and Internship opportunities
- Completing this semester with A's
- Connecting with professors
- connections with administrators
- Connections with my professors
- Creating bonds with peers
- Developing lifelong relationships with my classmates and colleagues.
- Development of teamwork concepts
- Doing my own experiment and using it for my thesis.
- Dr. Jackson first class
- Engineering class

## Graduating Students Exit Survey: Fall 2025

- Everything
- Everything had its own important aspect!
- Facing challenges courses but somehow prevailing in the end
- Feedback from professors.
- For me was my problem solving in the real world. I have learned to think on a educated level.
- Gaining confidence and friends. Learning how to live as a young adult on my own. This molded me into the person I am today.
- Getting back into school and killing it. Daddy I can hear her and celebrate.
- Getting those 1-on-1 sessions with faculty and staff to improve myself.
- Getting to know my peers. Volunteering for the organizations I was in.
- Guest speakers coming in to speak.
- Hands on experience
- Hanging out with classmates
- I enjoyed the curriculum.
- I learned a lot in law enforcement related classes, as that is the career field I plan to go into.
- I loved being challenged to reach the expectations of my invested professors.
- I loved connecting with my peers, establishing connections, and being able to travel to different places to further my education.
- I really enjoyed how some of the professors actually enjoyed teaching and ensured no student was left without understanding the material.
- I would say when I really had to push myself when I was done and did not feel like completing assignments, but had to push myself to show myself I can finish and I can do it.
- Idk
- In person class
- Interactions with my professors one on one
- internship
- Internship and multicultural class helped me to foam insight on how to improve my teaching skills while keeping in the mind the socioeconomic challenges my students face
- Internship experience was meaningful and helped me to realize where I can potentially go for my career.
- Joining organizations and meeting lifelong friends.
- Joining the College of Agriculture.
- Just learning about the different aspects of engineering so they can be applied to my future career.
- Knowing I'm working hard for my education
- Knowledgeable faculties
- Learning
- Learning about my peers and the diversity
- Learning degree related material
- Learning experience
- Learning how to dictate life by myself in the real world
- Learning how to interact with my peers and learning from them.
- Learning how to interact with people on campus.
- Learning how to write grants a case briefs from Dr. Melanie Johnson and Dr. Albert Samuels. Also, feeling encouraged to travel abroad for educational purposes from Dr. Chenetra Hall. Dr. Christopher Cottrell expanding my knowledge about cultural aspects that will follow me for

## Graduating Students Exit Survey: Fall 2025

years, and Dr. Eugene Lee-Johnson for advisement and guidance as needed related to post-grad plans and different political aspects of the world.

- Learning in a cohort environment
- Learning more stuff about what accountants do.
- Learning more things about my major that I didn't know about.
- Learning new things everyday
- Learning real world problems and solving them with my classmates. Building my resume to make myself marketable.
- Learning to maneuver in the public sector.
- Learning while also playing football
- Lecture, skills, support services
- Listening to my teachers share their professional experiences
- Making connections
- Meeting all my professors were the most valuable because they've helped shape me into the student and person that I am today. They've instilled knowledge and confidence into my life, and pushed me as a student.
- Meeting classmates and Ms. P
- Meeting my mentor, advisor and people in the School of Education. Building a relationship with the people in my department and gaining knowledge throughout my matriculation process.
- Meeting peers of the same and other disciplines. Joining organizations on campus (not Greek affiliated) that led to greater opportunities academically. They helped introduce a scholarship, grant, funding opportunity, resume building, and more soft skills, such as coding and communication in regards to public speaking.
- Meeting people
- My clinical learning experience helped to tie in what si learned in the classroom and connect it to the hospital setting.
- My criminal law class and the relationship I built with my professors
- My instructors
- My instructors were supportive and understanding while remaining firm but fair.
- My internship and major courses
- My internship that was provided by my program.
- My internship.
- My knowledge of the courses. My professors made sure I actually understood what was being taught.
- My labs were most valuable
- My last semester where I did my intern, I learned the values of social work and applied what I learned in the classroom in the real world
- My overall experience with the instructors/professors was most valuable to me. The professors were always available to answer questions and give direction/understanding.
- My practicum experience was most valuable because at first I was unsure of teaching young children but once I had an hands on experience it's inspired me and motivated me.
- My professors actually caring and working in the field
- My professors giving me the resources and opportunities to acheive better
- My professors in the psychology department!! Love them down. On a serious note truly value them.
- My two summer internships.

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- Networking
- Networking and meeting companies were valuable. Along with that, knowing that my teachers actually cared about me was also nice and always kept me motivated to complete my coursework even when I felt overwhelmed or lost.
- Networking with my classmates & professors.
- None
- Not sure
- On campus work study in my field.
- One of the most valuable aspects of my academic experience was the opportunity to apply what I learned in the classroom to real-life settings through hands-on learning and internships. I also valued the support and guidance from my professors, who encouraged my growth both academically and personally. Overall, my academic journey helped me build confidence, resilience, and skills that I will carry with me into my future career.
- Opportunities for internships, scholarships, and careers.
- Opportunities to work directly with the professor and our students in the class.
- Overall, the most valuable aspect was graduating!
- Presenting
- Professional relationships
- Professors that taught life lessons in the lecture.
- Public Speaking based courses
- Real world problems
- Research
- Research opportunities
- Small class rooms and relationships with instructors
- Spending time with friends
- Spending time with my classmates
- Teachers were very helpful and knowledgeable.
- Teamwork, internship opportunities, career fair.
- The advisory help i received and my teachers
- The aspect of working with others achieving the same goal of good grades andm graduating.
- The aspects of my academic experience that eas most valuable to me was my experience planning and putting together an inclusive camp with my classmates as well as my internship experience I had my final semester at Touro Infirmary.
- The aspects that were most valuable would be learning new things about my major and about disabilities.
- The blend of theoretical and practical sessions
- The books
- The community of students of staff.
- The connection to different people with different goals
- The connections made.
- The constant communication between me and my advisor and was vey helpful in navigating and guiding me through my academic experience. Dr. Alberta Robertson is the best at Southern!
- The courses helped me to learn a lot. The instructors were very good and helped me in each and every step of my gial.
- The dedication of each professor .
- The degree

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- The encouraging staff, engaging courses, and chances to improve critical thinking and practical skills were the most beneficial parts of my educational experience. Asking questions and maintaining motivation was made easier by professors who were approachable and interested in their students' achievement. My research, communication, and analytical abilities were enhanced by the coursework, which enabled me to apply theory to real-world scenarios. My academic and personal development was also greatly aided by learning time management skills, how to work independently in an online learning environment, and how to overcome obstacles.
- The faculty–student relationship was the most valuable aspect of my academic experience.
- The feeling of belonging. The structure of my program. From the very first class, the program coaches you to think about your dissertation and each class thereafter helps you to focus on that. As a result, by the time you are ready to write, you understand the writing and research process clearly.
- the friends i made and the help from all my teacher that help me along the way
- The friends I made.
- The friendships I made
- The hands on experiences with plants and animals.
- The hands-on coursework helped me understand how concepts apply in real situations. I gained valuable experience using Excel and other technical tools. My classes strengthened my problem-solving and critical thinking skills. Managing multiple responsibilities improved my time management and organization and I developed confidence in working independently and meeting deadlines.
- The helpfulness of the staff in my department.
- The instructors and content learned were the most valuable experiences.
- The internship and classroom simulation were most valuable.
- The lab section
- The labs and research experiences, along with mentorship that exposed me to and helped me explore different career paths I could pursue and consider.
- The leadership
- The level of accountability was refreshing in the School of Education to meet university and state compliance measures timely.
- the memories
- The most valuable aspect of my academic experience in the Educational Leadership program at Southern University was the way the coursework consistently connected theory to real-world practice. Every class pushed me to think like a leader who makes decisions grounded in data, equity, and student needs.
- The most valuable aspects of my academic experience were learning the core concepts, improving my problem-solving skills, and gaining practical knowledge through assignments and projects.
- The most valuable aspects of my academic experience were learning to apply theory to real-world practice, strengthening my analytical and evaluative thinking, and developing clear, effective writing. Returning to school also reinforced my discipline and confidence, while validating the professional experience I already bring to my work.
- The most valuable aspects of my academic experience were the flexibility of online learning, access to supportive faculty and academic resources, and the opportunity to stay engaged in my coursework while balancing other responsibilities.

## Graduating Students Exit Survey: Fall 2025

- The most valuable aspects of my academic experience were the opportunities to apply theoretical knowledge to real world problems, the development of strong problem-solving and analytical skills, and the collaborative learning environment.
- The most valuable aspects of my academic experience were the opportunities to develop strong critical thinking and problem-solving skills, apply theory to real-world situations, and strengthen my communication abilities.
- The most valuable aspects of my academic experience were the practical skills I developed, especially time management, critical thinking, and problem-solving. Working on assignments and projects helped me learn how to analyze information, meet deadlines, and communicate ideas clearly. I also found collaboration with classmates and feedback from instructors valuable because it strengthened my ability to work with others and improve through constructive criticism.
- The most valuable aspects of my experience is communicating with other students. I had the ability to interact with my classmates.
- The most valuable aspects of my Master of Arts in Teaching program were the hands-on classroom experiences, the strong connection between theory and practice, and the supportive guidance from professors and mentors. Applying what I learned in real classrooms helped build my confidence and prepared me to meet the needs of diverse learners.
- The most valuable aspects were learning discipline, accountability, and building the skills needed to succeed in a professional environment.
- The most valuable experience was making the cheerleading team, meeting new people, and graduating Southern University not just attending.
- The professors genuinely want to see you succeed, you just have to want it yourself.
- The professors who actually cared about teaching and student success were the most valuable part of my experience. Some classes and labs were well taught and helped me learn useful skills.
- The professors who genuinely cared, hands-on learning, and courses that pushed me to think critically.
- The projects
- The real-world application portions of my classes were the most valuable as I could take what I was learning in the classroom and applied in my future careers.
- The relationship built, skills gained, and personal growth experience were the most valuable parts of my academic journey.
- The relationships built with staff and peers
- The staff and how determined majority were to see my peers and I succeed.
- The support I received from advisor
- The teachers and how engaging they were
- The teachers that chose to go the extra mile when trying to make sure students are gaining valuable and transferable skills.
- The tight knit community/smaller class sizes
- The valuable for me was service learning course. In that course through the experience it was a great impact.
- this part so I can go home and get away from the school.
- Time management
- Visiting guests

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### Question 60: What challenges did you face while completing your degree?

- a lot of late hours
- A lot to challenges. transportation, housing, financial, ETC
- A primary challenge during my degree program was intermittent delays and administrative complexities associated with the financial aid process.
- Advisor issues
- Aid for school and scholarships
- Applied behavior analysis and statistics.
- At one point it was hard for me to actually feel like I was supposed to be at school, but I soon realized it was my major that was making me feel like I didn't belong in college.
- Balancing academic responsibilities in an online learning environment, which called for great self-discipline and time management, was one of the biggest difficulties I had while receiving my degree. It can occasionally be challenging to maintain motivation in the absence of in-person interactions, particularly during challenging classes and important assignments. Stress was also increased by deadline pressure and limited access to immediate help. Despite these difficulties, I developed resilience, organizational skills, and the ability to ask for assistance when necessary, all of which improved my academic performance and personal development.
- Balancing academic responsibilities with personal and time management demands was my biggest challenge.  
Also, managing a heavy course load while staying focused and motivated was a consistent challenge.
- balancing academics with personal responsibilities.
- Balancing class schedules
- Balancing coursework with work and family responsibilities was challenging. Managing time during heavy assignment and exam periods required discipline and adapting to different teaching styles and expectations was sometimes difficult.
- Balancing full-time work with a heavy academic workload was the biggest challenge, along with adjusting to graduate-level expectations after being out of school for many years. Time management, fatigue, and maintaining focus while meeting deadlines were ongoing challenges, but they ultimately strengthened my resilience and discipline.
- Balancing work and school.
- being a first generation and new to the college life learning to navigate on my own
- Being able to deal with life inside of college and out
- Being able to handle school, along with the internship, and life outside of that!
- Calculus
- Certain professors did not want to teach they just wanted things their way and were weird about it. Also, would not put in grades until the last minute.
- Challenges I faced during undergrad were losing one of my closest friends to depression, Arlana Miller. We were teammates on the cheerleading team. Others were car wrecks, and losing my great grandmother.
- Challenges I faced were little to none.
- Class demands
- Communication for staff
- Communication with deadline
- Communication with faculty and staff

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- Communication/lack thereof from administration when it comes to policy changes, financial aid, etc... A few professors as well, I had to beg and plead for an entire year for a grade to be put in for an NR that I got freshman year.
- Completing multiple assignments and rigorous night time study sessions
- Course offering times sometimes affected me when I needed to take some classes but they are only offered at certain times which clashed with other classes I needed.
- curriculum was challenging in sometimes there was little to no detail on how some of challenging the curriculum you're supposed to go.
- Depression, senioritis, imposter syndrome, death of a family member.
- Distractions
- Equipment in my department
- Faculty/staff actually caring about being in their positions and helping us out. College of Business staff is terrible when it came to that.
- Financial aid
- Financial Aid support was difficult and Banner's new design made it harder to complete, causing me to have to go on campus multiple times because online support refused to answer.
- Financial aid wasn't always welcoming nor were they helpful. During my time here, I applied for an SAP Appeal. The elderly woman in the Financial Aid office, who sits at the front desk, was not helpful at all. This is because she failed to provide any reasoning behind my SAP Appeal being rejected. There were also numerous times I was not given any explanation for not receiving a refund check, although the semester prior to that, I had received one. The same payment method was used throughout the 2 years I attended Southern University. Lastly, I was told there was no funding for work study prior to the academic year that I had been working as a federal work study student in the Department of Political Science. This drastically impacted my collegiate journey as a graduating senior.
- Financial aid, making sure I have the funds to Complete enrollment.
- Financial challenges
- Getting things completed on time.
- Graduating later than anticipated due to lack of knowledge, communication, and rules in the department.
- Housing most definitely was sometime hard to get into. The library was said to have resources, but the only things usable in the library were the printer and computers. The library's search engine for looking up books that was related to a subject was out dated and some of the books didn't exist on shelves.
- Housing, food, acknowledgment and overall feeling heard
- I didn't face too many challenges. The only thing I could think of was during undergrad course availability but thanks to my job the accommodate me to be able to take the class during my work schedule.
- I faced a big challenge when transferring to Southern University as the transfer process was far from easy. Once I made it to campus I had to jump through multiple hoops to get one answer, and nobody really seemed to have answers until I found Miss Laurie Patterson, who was able to figure out everything! I also struggled with professors who did not set clear expectations for classrooms, which left a lot of confusion in terms of assignments and expectations for the class. Also having multiple lockdown scenarios on campus, made it difficult to concentrate in classrooms when constant fear was running through my head of what was happening or could happen.

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- I faced burnout with my schooling but I pushed through. I also face challenges with the university regarding communication, effective help, and clarity on my pill grant that was almost taken for no apparent reason.
- I faced challenges being involved because of my lack of urge to make connections with other students
- I faced emotional and financial struggles sometimes.
- I faced many challenges when completing my degree including balancing extracurricular activities, battling against mental health and depression, and assault.
- I faced many of challenges losing family members, car issues, mental health challenges.
- I faced mental health challenges
- I faced significant personal challenges during my degree, including the loss of a parent and the resulting emotional and mental health impacts. The illness of a close relative and adjusting to a new normal while managing anxiety and stress required substantial resilience and self-regulation alongside my academic responsibilities.
- I faced the challenge of completing assignments at the last minute.
- I lost a family member close to me during one of my semesters in nursing school and it was extremely hard for me. Also, as you go through the program the course load does get more rigorous which can be challenging with balancing clinical and coursework at the same time.
- I sat out a year, my dad died March 1, 2024, I have health issues that stopped me from going to class as I should, and I had to work to afford the Lyfts to and from school, work and home.
- I struggled with program changes and the lack of communication about them. It took six months to a year to have adequate communication to understand the cause of the program changes.
- I was faced with the challenge of balancing time between the obligations of my full-time job, mice, children's busy schedules, and devotion to school work.
- Idk
- Inconsiderate teachers, attitudes in administration, unnecessary charges to my bill
- Inter carnival hypertension
- It was slightly challenging to communicate with the professors online due to eliminate office hours for online students.
- Just having to put in extra work
- Just trying to stay focused on the goal
- Keeping up in an accelerated program.
- Keeping up with the change from Moodle to canvas
- Lack of classes being offered at certain times. Curriculum sheets would change at the drop of a hat instead of following its correct catalog which throws a lot of students off of their anticipated graduation
- Lack of communication
- Lack of consistent communication, poor organization, and limited academic guidance made completing my degree more stressful than necessary.
- Lack of motivation and discipline
- Language barriers with some professors.
- Life challenges like eviction, repossession, etc. along with military
- Losing family members, losing aid and paying out of pocket, COVID, working full time to pay for college.
- Losing my friends, I went to college with from childhood.

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- Maintaining a good GPA and getting my GPA up were the challenges I faced while completing my degree.
- Major changes
- Managing my time as a 2-sport athlete, full time student, having a job, and needing field experience and volunteer hours over my last 2 semesters of college was intense.
- Many mental health challenges.
- Math
- Mental battles.
- Mental health
- Mental health challenges
- Mental health problems.
- Midterms and finals
- Monetary
- Mostly mathematics, the classes were difficult but not impossible. Also, food problems as an out of state student some semesters I was unable to go home but there was no way to get food.
- Mostly trying to keep up with my school work and also have a social life and enjoy college.
- My chair person not understanding me and communicating
- My house burned down  
My mental health  
Weather  
Cold dorms
- My main challenge was finding the time to study and complete all my assignments.
- Networking
- No challenges
- No sleep, stress
- None
- None that I'm aware
- Not receiving bookstore materials on time.
- Nothing
- One of the biggest challenges I faced was balancing personal struggles while staying focused and motivated academically. I also found it challenging at times to make connections—with classmates, faculty, and in professional settings—especially while managing self-doubt and setbacks. Despite this, I learned how important building relationships and support systems are, and those connections ultimately helped me grow, stay resilient, and move forward.
- One of the biggest challenges I faced was managing stress and balancing academic responsibilities with personal and outside obligations. There were moments of uncertainty with grades and deadlines that were overwhelming, but I learned how to advocate for myself, stay resilient, and use campus resources to push through.
- One of the biggest challenges I faced while completing my degree was balancing coursework, teaching responsibilities, and personal life. Managing time effectively while meeting high academic expectations was demanding, but it strengthened my organization, perseverance, and commitment to the profession.
- One of the biggest challenges I faced while completing my degree was Calculus I. The course required a completely different way of thinking than the math I was previously used to, especially when it came to limits, derivatives, and understanding how abstract concepts connect to real world behavior.

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- One of the biggest challenges I faced while completing my Educational Leadership degree was balancing the demands of graduate coursework with my responsibilities as a Dean of Students in an alternative middle school. My role requires constant flexibility, emotional presence, and quick decision-making, which often meant completing assignments late at night or early in the morning. Managing high-needs student situations during the day and transitioning into academic work after hours took a great deal of discipline and time management.
- One of the greatest challenges I faced while completing my degree was navigating academic transitions while balancing personal and professional responsibilities. Adjusting to different programs required resilience, patience, and self-advocacy, particularly when organizational and administrative barriers impacted my academic progress.

Additionally, balancing full-time employment, leadership responsibilities, and motherhood while completing graduate-level coursework required disciplined time management and perseverance. There were moments of exhaustion and uncertainty, but those challenges strengthened my ability to prioritize, problem-solve, and remain focused on long-term goals.

Despite these obstacles, I remained committed to completing my degree. The challenges I encountered ultimately shaped my work ethic, reinforced my sense of purpose, and deepened my appreciation for structured support systems in higher education—an understanding that now directly informs my work in student success and support services.

- One of the main challenges I faced was balancing coursework with other responsibilities, but the flexibility of the online format and access to academic support helped me stay on track and successfully complete my degree.
- One of the main challenges I faced was feeling like I was largely on my own throughout my degree. I lacked consistent guidance and support from my academic advisor, which made navigating degree requirements and academic decisions more stressful at times.
- Online learning
- Online professors were not always helpful and did not always communicate proper instructions from assignments
- Only time management
- Other than not being familiar with the material, none.
- Outside factors dealing with death in the family and health issues.
- Payment of tuition
- Pearson was HORRIBLE!
- Poor communication
- Problems with degree requirements and academic advising
- Problems with teachers and switching between services for class.
- Regular academic challenges
- Rigorous course load.
- Schedule conflict and just life
- Scheduling
- Scholarship
- School work
- Some challenges I have faced while earning my degree was self-discipline, self-motivation & just being able to move forward without being overwhelmed.
- Some courses couldn't be taken in fall but spring or vice versa

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- Some departments were hard to get questions answered through, such as if I needed help with financial aid I would get told 5 different things until I ended up having to go to someone high up to solve my problem.
- staying focused
- Staying focused in class
- Staying motivated and questioning whether this was the program for me. Computer Science is broad so taking some courses like Discrete Structures where I had a hard time grasping the concepts made me second guess my abilities. But as time went on, it helped me decide what specific field I like and don't like and would like to pursue as a career.
- Staying organized
- Studying for a 50-question paper midterm and final.
- Switching majors, it was something very different for me.
- System issues and challenges
- Teaching and tutoring myself in my higher classes, and lack of communication from college and instructors.
- Technical
- The challenges I faced while completing my degree is financial aid. I ran out of financial aid but communication amongst each department is not great either. I think there is a big lack when it comes to communication between, the financial aid department, the cashiers office, and academic affairs.
- The challenges I faced within my program was clinical practicum. I also faced challenges within communication of the university. I had to find a lot of important information in my own which had me behind at certain moments.
- The Entrepreneurship teacher Dr. Jones.
- The juggling of being a full-time police officer, husband, father and student. It was well worth the challenge.
- The main challenges I faced were managing time effectively, balancing academic work with other responsibilities, and understanding some complex subjects. Over time, I learned to adapt and overcome these challenges.
- The only challenge I experienced was some of the tenured professors' lack of concern for some challenges the learners were facing.
- There are many challenges I faced while completing my degree. A few challenges I faced were balancing being pregnant/having a baby, and having trouble grasping certain concepts while doing online learning.
- There are parts of the program are extremely frustrating. The curriculum is the only guide that you have as a student. Faculty are extremely supportive when you can catch up with them. Communication is lacking. Sometimes emails are not responded to. When it came to proposal defense, dissertation writing and defense, the process is not clear. A checklist would be very helpful. Ordering regalia was extremely frustrating. I wanted to buy mine, however I was forced to rent it. I didn't receive it in a timely fashion so I wasn't able to take graduation pictures before graduation and because I have to return it immediately after graduation, I won't be able to take any graduation pictures. The ending of the process has made this accomplishment very anti-climactic. I've worked extremely hard only to still have questions two days before graduation as to whether I've cleared all requirements to participate in graduation ceremonies.
- There was a lot of mis communication when it came to my cross enrollment

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- There was one online professor that made it hard on everyone at the name of Gloria Thomas Fuller. She was overly strict with my course and failed students for inaccurate grading . Also her test were 200 points each. She taught chemistry.
- There were unnecessary challenges faced when attempting to interact with the Chair of the Biology department.
- Time management and group projects.
- Time management
- Time management and completing assignments on time due to work and school balance
- Time management and stepping out of my comfort zone a lot
- Time management with internships and personal life.
- Transportation
- Trouble getting into classes that filled up quickly
- Trying to make it class during the day while working and 8 to 5
- Trying to take mandatory classes were only offered during one semester and the unpredictability of the shuttle services.
- Underclassmen advisement was a struggle and I probably would not have been able to graduate early if I didn't receive schedule help from the Honors College.
- When funding was cut, it affected my graduate assistantship and research
- When my daddy died my sophomore year I stopped caring about school and did not want to go to class or do assignments at all.
- While completing my degree, I faced challenges related to inconsistent access to modern facilities and technology, limited structured career readiness support, and the need to be highly self-directed in navigating academic advising and professional opportunities. Outdated classrooms, unreliable Wi-Fi, and limited quiet study spaces sometimes made it harder to stay focused and productive, while advising often felt reactive rather than strategic, requiring me to independently research graduation requirements, internships, and post-graduate pathways.
- Workers in financial aid, cashiers, and any other binding was very hard to get in contact with and were often rude.
- Working full-time and being in school.
- Working night job and having early classes. Time management was my biggest challenge

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### Question 61: What suggestions do you have to improve academic programs or student services?

- Academic programs and student services can be improved by offering more practical learning opportunities, better academic advising, and additional support services such as tutoring and career guidance
- Academic programs and student services could be improved by offering more flexible course schedules, including online and hybrid options
- Academic programs and student services could be improved by strengthening academic advising, ensuring advisors are more accessible and proactive in guiding students through degree requirements. Offering clearer communication about academic resources, expanding tutoring and career services, and regularly incorporating student feedback would also help better support student success.
- Academic programs were great.
- Acquiring state of the art equipment and engaging experts to provide tutorials on how to use these equipment and gadgets.
- Add more classes
- Add more faculty to the college of business so certain classes are not only offered in fall or spring .
- Add more professors
- Advisors who truly care for what they do and are aware of their role.  
Offer more resources that highlight research and internships.  
Have more opportunities for every major at career fair.
- Improvement is needed in having the staff available for certain issues.
- Be connected to more business networks that offer real opportunity
- Better academic advising
- better at answering phones
- better communication
- Better communication, organization
- Better dorms and Wi-Fi  
Less cold dorms in the fall
- Better facilities that support students
- Better faculty
- Better programs for jobs after graduation
- Better staff, more kind to students
- Better turnaround with emails.
- Better Wi-Fi.
- Bring employees that I want to help.
- Career services can be more involved in accessible to students both in person and online.
- Career services need to more interactive with all the departments, I feel like they were not advertised enough to the students.
- Caring professors, better classrooms, better technology, more tutors
- Communication is key, I think communicating is something that could be worked on on the faculty's end and the student's end as well.
- Consistently talk with your professors and advisors
- Department Chairs should be more willing to assist students if problems/issues arise that require the chair's attention.

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- Do more recruiting for different companies at the career fairs so students can be exposed to more roles and careers. Stop charging a fee for companies to come setup. Do more background checks in students looking to come to Southern University.
- Easier access to advisors.
- Evaluate the online professors for the online degree program. Make sure they are helping students in the best way possible in order for success. We are a university that should thrive from success.
- Expanding support for working adult students through more flexible scheduling, clearer communication, and streamlined administrative processes would be helpful. Increased access to academic advising and practical, career-focused resources would also enhance the student experience.
- Find people who actually want to be in charge and have a good time doing it not just people for status and find an end to hazing.
- First have more housing available for students. Require each and every professor give students information they receive from their dean/colleges or their own networks regarding funding opportunities, extracurricular academic activities such as a hack-a-thon, drone building, poetry speaking, public speaking challenges, jeopardy events involving other schools etc. Also when it comes to putting information out, have it on billboards, flyers, and have it sent out in emails ahead of time.
- For online students, overall access to student support from the business side could be improved by providing dedicated virtual services such as Bursar Office and financial aid.
- For student services, updating technology and communication in a user-friendly format. Especially telephone and email services that do not seem to work, and contacts are not being made when seeking support.
- Get teachers that actually find yourself.
- Give more aids to student
- Good habits
- Have better incentives for students that maintain a high gpa.
- Have more workers so students aren't wasting their time to get their things handled
- Having in person test for every class!
- Help the students become active within their department!
- Hire more competent professors and staff to be able to facilitate a better education experience for both undergraduate and graduate programs. Hiring incompetent people has worsened my experience at southern as people do not want to do their jobs, and continuously get away with having nasty attitudes because the people that are hired are based on relationships to other higher ups versus actual qualifications. There are a few people on campus like Miss Lauri Patterson, who actually care about the students and their well-being who've made a lasting impact. I hope that the university will put more staff and professors in place similar to her to give student students the best opportunity at success. Also hire professors that care about student's development as people as well as scholars to make them successful, not only in career settings, but in life too.
- I believe that sometimes you may need to hire individuals from outside resources to improve matters
- I do not have any suggestions.
- I do not have specific suggestions, as my overall experience with academic programs and student services has been satisfactory.
- I don't know.

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- I don't have any
- I feel like online professors should be clearer with structure, more interaction.
- I have no suggestions. Everyone did a job well done.
- I suggest giving each department or major weather big of small updates the focus tends to be on Nursing, Law, engineering, business, and criminal justice. I think some of the departments and majors deserve to get more recognition and more than two classrooms. It's almost like we have to fight ourselves for our departments to be heard, and even then, we still get the short end of the stick.
- I suggest higher qualified academic advisors, often times students lean on them to have their best interest, and often times advisors forgot certain classes for specific semesters.
- I suggest they grab their student's attention more and give them something to make learning fun.
- I'm not sure
- Idk
- Improving communication about deadlines, policies, and available resources would be helpful. More proactive academic check-ins and earlier grade feedback could also help students address issues before they become overwhelming. Expanding mental health and stress-management support for students would be beneficial as well.
- In the school of nursing implement things during the first semester then by the end students will be more than prepared such as ATI and next gen questions.
- Include more online courses!
- Increase career development services, including résumé workshops, interview preparation, employer networking events, and stronger partnerships with local and national organizations. Increase student engagement and communication by regularly seeking student feedback and involving students in program improvement decisions.
- Increase flexibility in course delivery through hybrid options, improve communication and consistency across departments, and strengthen student support services, particularly mental health and wellness resources. Emphasize academic advising and invest in software that alerts students to their progress toward degree completion. For mental health support, adopt innovative approaches that meet students where they are, recognizing that many may be hesitant to seek counseling on their own. Additionally, provide clearer pathways to careers and graduate programs, along with proactive outreach and support, to further enhance student success.
- Increase parking lot
- Integrity
- Just be more understanding of other students and listening to ones students.
- Just better communications between the departments and their students.
- Keep going
- Let the students have a mandatory thing where they have to either attend a career fair or have gone to an event relevant to their degree
- Listen to feedback that the students give.
- Listen to students when they have complaints regarding their professors
- Listen to your students and make ensure the money we are paying to attend goes to a place that would benefit everyone.
- Make a program to which students learn more about how to find careers with class courses they are taking.

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- Make it a course so students that stay to themselves more can get out of their shell and be great.
- More flexible class scheduling and online options would help students with work or family responsibilities. Increased academic advising and clearer degree planning would reduce confusion. Better communication about campus resources and deadlines would be helpful. Expanded career services, internships, and job placement support would benefit students.
- More guidance when it comes to getting everything together
- More hands on
- more hands-on experience
- More intensive in teaching style, not in content. Teachers must learn to DRIVE THE POINT HOME. Start introducing hard concepts in your field that you got a master's degree in and expect us to understand by just putting it on the board.
- More jobs available for students to take advantage of after graduation
- More opportunities for the criminal justice department other than being a police officer
- More opportunities such as jobs
- More resources
- More student communication
- More team assignments
- More torturing
- Need more faculty.
- Network more with students in your department, practice problems weekly
- No improvement needed
- No suggestions
- None
- Not applicable
- Not sure
- Nothing
- Offer classes that students need for both semesters.
- Offer more hybrid options for students.
- Offer study abroad/ more internships.
- Options for a hybrid online course. This will give students in person and or live virtual opportunities to ask questions and learn.
- Organization within the whole university to be on one accord.
- Phone calls need to be answered at all times in areas like the financial aid office, cashiers office and bookstore.
- Put all graduating seniors in groups while participating in activities and school work.
- Southern University needs to do better at supporting students beyond just saying they care. Stronger advising, clearer communication, and more career preparation are needed.
- Staff should be more welcoming and supportive, focusing less on who students know and more on what they know and what they are willing to learn. Creating an environment that values effort, growth, and fairness would help students feel encouraged and confident. This kind of support can make academic programs more inclusive and motivating for all students.
- Streamline the graduation process so students will have clear expectations and will know what is expected of them to participate in the commencement ceremonies.
- Student services

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- Students need to make sure they are on top of everything because no one is going to hold your hand and get things done for you if you don't push for things to get done.
- Teach better
- Teach people how to use the systems and help in a timely manner.
- The College of Business needs to provide more class time for those that want to attend on campus but working.
- The only improvement would be to do more interactive things so people may join clubs or know about them. and other school related programs.
- The university could increase academic advising and tutoring services to guarantee that students receive timely and individualized support throughout their degree programs in order to enhance academic programs and student services. Students would be better able to handle academic stress if they had greater access to wellness and mental health options. In addition, providing more options for job development, like networking gatherings, internships, and workshops for graduate school preparation, would better equip students for life beyond graduation. The entire student experience would be further improved by facilitating better communication about the resources that are available and offering online and nontraditional students flexible assistance alternatives.
- The university should be more vocal about various opportunities and not wait until the day of or before to send out important information.
- There should be academic compliance oversight. Four observations should be documented to help faculty stay in compliance with university and state regulations. There should be two observations that are announced and two that are not.  
Are grades posted promptly enough to provide students with the necessary academic support when they face challenges in a course? Are faculty members effectively educating the students to meet state and national standards to be effectively hired in the workforce?  
Faculty should have CURRENT-DAY workforce experience to enhance the curriculum taught to effectively support the students' matriculation. Some employers are creating assessments for students to pass in order to earn an internship spot. Are the current campus faculty knowledgeable of workforce requirements, and can they take the expected assessments to correlate to the curriculum taught? All faculty members should be required to attend technology-based and department curriculum professional development conferences twice a year and add research to support published articles for documentation to achieve the R1 status.
- There should be positions for work study in registrars, financial aid & cashiers. A lot of problems come from the lack of communication. We call, no answer. Email, no response. Technology is only improving, it should be utilized. Frustrations on both ends can be reduced by people just feeling heard and not in the dark. So, students working in those offices can help answer the phones and give general information as well as sift through who needs to talk to a representative. For instance, I know there's a lot of questions every semester about refunds. If those student workers have that general information, the traffic for speaking to a full-time representative would go down and they can deal more with people who have those specific personal problems. I don't know if there's already student workers in those offices, if so, it hasn't worked in the last 4.5 years. It's extremely frustrating to not be able to get in touch with anyone. All departments, especially reslife during the summer, should consider this. Geaux jags!
- Time management
- To improve academic programs and student services, I suggest expanding flexible scheduling options, strengthening academic and wellness support, and increasing opportunities for mentorship and collaboration. Providing clearer communication about resources, offering more

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hands-on and real-world learning experiences, and creating stronger support systems for working students would further enhance student success and retention.

- To improve academic programs and student services, I would suggest placing greater emphasis on early academic support, especially for foundational courses like mathematics.
- To improve academic programs and student services, institutions should prioritize clear communication, consistency, and intentional student support. Well-organized curricula with clearly outlined expectations, timelines, and advising pathways can significantly enhance student success, particularly for first-generation, nontraditional, and working students.

Strengthening academic advising and ensuring advisors are well-trained, accessible, and proactive would also improve the student experience. Regular check-ins, early alert systems, and coordinated support between academic departments and student services can help identify challenges before they become barriers.

Additionally, increased transparency and collaboration within administration is essential. Streamlined processes, timely responses, and clear accountability reduce confusion and frustration for students navigating complex systems.

Finally, expanding flexible learning options, such as evening courses, hybrid formats, and structured support for student-parents and working professionals, would create more inclusive and supportive academic environments. Investing in holistic, student-centered services not only improves retention and completion rates but also strengthens overall institutional effectiveness.

- To improve academic programs and student services, the university should invest in modernizing classrooms and learning spaces, strengthening campus-wide technology infrastructure, and providing more consistent, proactive academic advising. Expanding partnerships with employers, integrating internships and certifications into academic programs, and offering structured resume, interview, and career planning support would better prepare students for competitive job markets and graduate school opportunities.
- To improve student services make it easier for students to know where to go and the process of getting things done on campus.
- To improve the communications
- To start, more funding should go towards federal work study programs so that students can have a better work/life balance. A student is paid \$10/an hour, and working 40-hour weeks, biweekly, for a program that only allows for \$2,000 to be given out. If the amount awarded, \$2,000, were increased to \$1,000-\$5,000, students would more than likely be able to live a better work/life balance. Also, financial aid needs to communicate more effectively or give receptionists more insights into the how, why, what and who questions that are asked of them. Students cannot afford to go days or weeks without answers as to why something was rejected from the school. These people should know the answers to certain questions pertaining to the school financial assistance. A simple "I don't know," or "I can't answer that for you," without any further direction will not suffice. Financial aid should be more knowledgeable about any and all problems that fall upon Southern University A&M.
- Try as hard as you can.
- Try to help more students. With mental health issues.
- Updated facilities
- Updated resources can be used. Introducing more learning methods can be helpful.
- Upgrade facilities

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- We have these organizations in place to help the student body, so I believe that we should utilize the FYE ambassadors to their fullest extent. Training them in ways to help out the new freshmen along their journey and not just for one day (orientation). A lot of students leave the university before they can begin their sophomore year for a plethora of reasons. It would be beneficial not only to the student body but also the school as well if we were to have “Student Coaches” that can guide the lower class in a smooth transition.
- We need more organization and communication all around.
- When it comes to student services higher employees that actually enjoy their job and don't mind helping others. As far as academic programs, I feel that there needs to be more access for students to gain experience knowledge and clarity on the field that they are studying.